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ABSTRACT

The fourth report in a series of 5 yearly follow-up studies of a school district in San Jose, California, the report: (1) assists the district, and other districts with similar populations, in assessing organization, curriculum, and guidance services by ethnically analyzed responses and (2) compares the results of this study with the 3 previous studies (school years ending in 1956, 1961, and 1966). Study objectives determine: (1) characteristics, activities, and opinions and graduates and dropouts; (2) differences in problems faced by Mexican American, Black, and Other graduates and dropouts as determined by their responses; and (3) aspects of the curriculum and guidance program in which the data suggest need for modification. The report presents tabular data comparing graduates and dropouts with comparable figures from the previous studies. A summary of findings, by study objective, is given, along with a copy of the questionnaire used to obtain study data. (NQ)

ED 091091

Mexican American, Black and Other Graduates and Dropouts

A Follow-Up Study Covering 15 Years of Change, 1956-1971

Fourth in a five-year series of follow-up studies of school leavers of the East Side Union High School District

William P. Baker
Henry C. Jensen

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East Side Union High School District

12660 North Capitol Avenue
San Jose, California 95133

Frank Fiscalini, Superintendent

AC007845

A MESSAGE FROM SUPERINTENDENT FRANK FISCALINI

The East Side Union High School District is pleased to publish this fourth in a series of five year follow up studies. These studies are the outgrowth of special research emanating from the Stanford doctoral dissertation of William P. Baker, Associate Superintendent of the district. He has been joined in authorship of the current study by Henry C. Jensen, Director of Staff Development.

We attach special importance to this study, as it reflects a fifteen year pattern of analysis of the status of Mexican American former students, with comparisons for similar factors at 5, 10 and 15 year intervals. It is our understanding that this body of data is unique in American education. In addition to the special treatment of Mexican Americans, responses of Black former students are for the first time specially classified.

We are pleased to offer this study for the use of anyone who wishes to gain information about the special problems faced by Mexican American or Black students. It is not offered as a series of solutions to problems; rather, it is offered to illustrate that progress can be made over a period of time when problems are recognized and clearly defined. Our district pledges its continued efforts to offer equal educational opportunity to all students without regard to ethnic, socio-economic or any other form of status.

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ASSOCIATION OF MEXICAN AMERICAN EDUCATORS, INC.
STATE OF CALIFORNIA
Post Office Box 630
Ventura, CA 93001

El Fuego Nuevo

July 24, 1973

Mr. Frank Fiscalini
Superintendent
East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

Dear Mr. Fiscalini:

The Association of Mexican American Educators extends its commendation to you for your work in the follow-up study of Dropouts and Graduates.

The Association has long recognized and appreciated your efforts to research and document the areas of dropouts and graduates. The educational problems of the Mexican American can be better understood by an examination of the situations in which they find themselves after leaving schools.

An Association as well as all Mexican Americans who are interested in education look forward to your next follow-up study. The results of your research will go far in preparing our young people for the future.

Therefore, the Association of Mexican American Educators is most pleased to support and endorse your efforts.

Para la causa educativa,

JOE T. MENDOZA, Calif. State President
Assn. of Mexican American Educators, Inc.

mj

WILSON RILES
Superintendent of Public Instruction
Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO 95814

November 10, 1972

Mr. William P. Baker
Associate Superintendent
East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

Dear Bill:

It is with great pleasure that I commend the East Side Union High School District upon its thorough and useful study of the drop-outs and graduates of its schools.

The special reference to the problems of Mexican-American drop-outs and graduates will be of great use in California. California has one of the highest percentages of Mexican-American students in the United States. Due to the very special needs of this student group in the areas of language fluency, cultural influences and migratory living, this study will be indispensible as a key for improving the education of Mexican-American children everywhere. As far as I know, few statistics of this depth and accuracy exist anywhere outside your study.

Inasmuch as this is a series of studies conducted at five year intervals, the addition of data upon black pupils in this newer study will provide a needed base upon which to assess the special problems and progress of these youth.

The identification of problems faced by minority and poor youth is essential to provision of intelligent and practical solutions to these problems. It is my hope that other districts will follow East Side's lead and conduct a project of this kind. I am sure it would help all of us to develop a greater understanding of California students.

Congratulations and best wishes for continued success!

Sincerely,

WILSON RILES

MEXICAN AMERICAN, BLACK AND OTHER GRADUATES AND DROPOUTS

A Follow-Up Study Covering 15 Years of Change, 1956-1971

(Graduates and Dropouts of 1967-68 and 1969-70)

INTRODUCTION

This report is the fourth in a series of follow-up studies conducted every five years by the East Side Union High School District. The first report covered graduates and dropouts of the 1952-53 and 1954-55 school years and is included in the unpublished dissertation, A High School Program Evaluation by Means of a Comparative Follow-Up Study, William P. Baker, Stanford University, 1956. The second report (1961) covers graduates and dropouts from the 1957-58 and 1959-60 school years; the third report (1966, published in 1969) covers those from 1962-63 and 1964-65, and the present report covers those from 1967-68 and 1969-70. These reports include all then-operating schools of the district, and inferences are drawn from the combined data.

Author of the first three reports is William P. Baker, E.S.U.H.S.D. Associate Superintendent. The present report is written jointly by Henry C. Jensen, Director of Staff Development, and William P. Baker. Grateful acknowledgement is made for assistance from Mrs. Vivian Barry, Special programs counselor; the Associate Principals - Educational Development and registrars of the district's high schools; and Mrs. Marcia Griffin, Mrs. Bette Iapello and Mrs. Ellie Kaven for secretarial assistance.

IMPLICATIONS FOR MEXICAN AMERICAN AND BLACK YOUTH:

Approximately one-third of the students in the district are Mexican American. There is a small but growing percentage (4% in 1967-68, 4.8% in 1969-70) of pupils of Negro origin (hereafter Black). All four reports separate responses for Mexican Americans and pertinent comparisons of data from the reports are made. As a consequence, this research covers fifteen years of change in the status of Mexican American students. The present report is the first to separate responses for Black pupils, a practice designed to make possible future comparisons. Students of problems encountered by members of these two numerically significant minority groups may find the data of special interest.

The purpose of this type of reporting is to assist the district, and other districts with similar populations, in assessing organization, curriculum and guidance services in the light of ethnically analyzed responses. Data from the first three studies have been used as the basis for significant program modifications, such as the addition of courses in English as a second language, the employment of minority home-school liaison consultants, and a concerted effort to increase the number of minority staff members. Success of such efforts may be indicated by study data showing a dramatic increase in the ability of the district to hold Mexican American students until graduation. The 1956 study revealed that 12.3% of the graduates were from this ethnic group; the present study shows that this has been increased to 29.6%. The proportion of Mexican American students in the total school population (approximately one-third) has remained relatively the same during these years.

PROCEDURES:

1. Groups studied and means of sampling. Graduating classes of 1968 and 1970 (N-1591 and 2004), and all dropouts of the school years 1967-68 and 1969-70 (N-598 and 688) were studied for the then existing seven regular high schools and one continuation high school. Data from one of the schools, Silver Creek, is reported for 1969-70 only, the first year of its operation.

Graduates were studied by means of a stratified random proportional sample. Using serially numbered

lists provided by the schools, the initial mailing (May, 1971) went to 43% of the graduates, selecting those whose numbers ended in 2, 4, 6 and 8 and all Blacks, because of their small numbers. This resulted in a mailing of 1545 questionnaires. To preserve anonymity while allowing for the accounting of responses, each questionnaire was pre-coded with an identification number. When a questionnaire was returned by the post office marked "No forwarding address," a questionnaire was mailed to the person immediately below on the list. This process resulted in a total mailing to graduates of 2448 (68%). Reminders and duplicate questionnaires (up to four) were mailed to non-respondents in June and early July. Responses were received from 1159 graduates (46% of the sampled group, or 32% of all graduates).

Questionnaires were mailed to all 1286 dropouts. Responses were received from 219 (17%). A dropout was defined as a student who left school during the school year and for whom no request for a transcript was received from another school. Approximately 33% of all dropout questionnaires were returned for lack of a forwarding address. See Table A for a summary of the above data.

2. Balancing the sample. When returns were analyzed by school, curriculum, ethnicity and sex, compared with these factors for all grads and drops, certain over-responses were determined. To balance the sample, 157 graduates and 18 dropouts in over-represented categories were withdrawn, resulting in adjusted samples as shown in Tables B and C. The adjusted sample of grads (N-1002) represents 28% of all graduates, 41% of those to whom questionnaires were mailed, and 86% of those responding. The adjusted sample of drops (N-201) represents 16% of all drops and 92% of those responding.

3. Terms used. For convenience, and to avoid undue ethnic reference, the terms "MA" for Mexican American, "B" for Black, and "Other" for all other respondents are used in the report. "ND means no data; "NR" means no response.

4. Questionnaire. For purpose of comparison the 1966 questionnaire was used as a model.

5. Cautions in interpreting data. The more mobile graduates and dropouts (including those who left no forwarding addresses) are under-represented in the final sample. Size of the subsamples should be noted where they are converted to percentages: the smaller the sample, the less reliable the results. This is particularly true for Blacks (43 grads and 3 drops).

TABLE A
COMPARISONS OF RETURNS (BEFORE BALANCING) AND ORIGINAL GROUPS
BY GRADS AND DROPS, ETHNICITY AND SEX

GROUP	RETURNS		ETHNICITY						SEX		
	N	%[a]	MA	%	Black	%	Other	%	M	F	F%
All Grads	(3595)	- - -	1064	29.6	145	4.0	2386	66.4	1777	1818	50.6
Grad Returns	1159	47.3	272	23.5	42	3.6	845	72.9	519	640	55.2
All Drops	(1286)	- - -	564	43.9	46	3.6	676	52.6	751	535	41.6
Drop Returns	219	17.0	79	36.1	3	1.4	137	62.6	116	103	47.0

[a] Based on 68% sample of graduates; 100% of drops.

TABLE B
COMPARISON OF GRAD AND DROP SAMPLES (AFTER BALANCING) WITH TOTAL GROUPS BY CURRICULA

GROUP	Total N	Per Cent				
		Univ. Prep.	Bus. Ed.	Voc. Ed.	General	Spec. Ed.
All Grads	3595	33.6	20.8	19.3	24.8	1.5
Adjusted Sample	1002	34.2	22.6	18.2	24.6	0.5
All Drops	1286	1.6	5.4	12.0	78.6	2.4
Adjusted Sample	201	1.5	5.5	10.0	81.1	2.0

TABLE C
COMPARISON OF GRAD AND DROP SAMPLES (AFTER BALANCING) WITH TOTAL GROUPS BY ETHNICITY, SEX

GROUP	Total N	Per Cent				
		Ethnicity			Sex	
		MA	Black	Other	F	M
All Grads	3595	29.6	4.0	66.4	50.6	49.4
Adjusted Grad Sample	1002	27.1	4.2	68.7	50.7	49.3
All Drops	1286	43.9	3.6	52.6	41.6	58.4
Adjusted Drop Sample	201	39.3	1.5	59.2	41.8	58.2

TABLE D
PERCENTAGES IN TOTAL GROUPS OF MEXICAN AMERICANS FOR 1956-1971, BLACKS FOR 1971

GROUP	1956		1961		1966		1971		
	Total N	MA %	Total N	MA %	Total N	MA %	Total N	MA %	Black %
Grads	487	12.3	794	19.5	2024	20.9	3595	29.6	4.0
Drops	229	43.2	331	43.2	557	27.1	1286	43.9	3.6
Total	716	22.2	1125	26.5	2581	22.2	4881	33.4	3.9

TABLE E
PERCENTAGE DISTRIBUTION OF GRADS BY CURRICULA FOR 1956-1971[a]

YEAR	N	University Prep	Business Education	Vocational	General	Special
1956	716	39	22	24	15	0
1961	1125	33	17	22	26	2
1966	2024	35	17	21	25	1
1971	3595	34	21	19	25	2

[a]Classes of 1953 and 1955, 1958 and 1960, 1963 and 1965, 1968 and 1970.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

There were three objectives of the study:

1. To determine the characteristics, activities and opinions of grads and drops;
2. To determine the differences in problems faced by Mexican American, Black and Other grads and drops as determined by their responses;
3. To determine aspects of the curriculum and guidance program in which the data suggest need for modification.

Findings appropriate to each objective are abstracted below.

OBJECTIVE 1: To determine the characteristics, activities and opinions of grads and drops.

1.1 Marriage, Divorce and Children

1.1.1 Marriage rate has decreased to 24% from 28% in 1966, 33% in 1961 and 1956; 21% of grads and 41% of drops married within 1 to 3 years after leaving high school; divorce rate is 10%, a significant drop from 25% in 1966, with 9% of grad and 12% of drop marriages ending in divorce after 1 to 3 years.

1.1.2 Average number of children for all married has remained constant since 1956 at .6; married grads average .55 while married drops average .67, a differential similar to that in previous studies.

1.2 Employment, Unemployment, Average Salary, Job Satisfaction

1.2.1 "1 to 3" years after leaving school, 41% of all grads and drops are employed full or part time (1966: 34; 1961: 39; 1956: 40).

1.2.2 42% of those in college are working part or full time (1966: 43%; 1961: 42%; 1956: 26%).

1.2.3 10% of grads and 30% of drops are unemployed and seeking work, an increase over previous studies (1966: 6, 20; 1961: 4, 21; 1956: 5, 11).

1.2.4 Of those in labor market (working or seeking work) 71% are employed full time, continuing the downward trend of previous studies (1966: 79; 1961: 80; 1956: 83).

1.2.5 Largest single source of employment (42%) for full time employed grads continues to be clerical and sales (drops 13%); largest for drops (34%) continues to be semi-skilled (grads 18%).

1.2.6 7% of all grads and drops are in military service (1966: 11; 1961: 6; 1956: 12). Estimates for males only are double the percentages shown.

1.2.7 Average weekly salary of full time employed grads is $130 (1966: $94; 1961: $80; 1956: $66); average for full time employed drops is $131 (1966: $107; 1961: $77; 1956: $69).

1.2.8 Average weekly salary of all full time employed grads and drops has increased 94% between 1956 and 1971 (grads, 97%; drops, 90%), a rate almost double the cost of living increase (49%); increase between 1966 and 1971 (37%) is approximately double that of previous five year periods (1961-66: 20%; 1956-61: 18%).

1.2.9 70% of all full time employed grads and drops are satisfied overall with their present work, with component questions revealing that drops are more satisfied than grads with type of work (78%, 75%), salary (70%, 64%), and chances for promotion (75%, 69%).

1.3 Post High School and College Training

1.3.1 73% of all grads entered college, a sharp increase over previous studies (1966: 61%; 1961: 61%; 1956: 47%).

1.3.2 50% of all grads are still in college 1 to 3 years after high school graduation (1966: 39%; 1961: 42%; 1956: 34%).

1.3.3 Of those starting college, 69% are still attending 1 or 3 years after high school graduation (1966: 64%; 1961: 69%; 1956: 70%).

1.3.4 79% of male grads and 66% of female grads start college.

1.3.5 San Jose City College draws largest share of college entrants -- 39% of all grads, 53% of those attempting college; it also has the highest drop rate -- 38% of those starting.

1.3.6 California State University, San Jose (formerly San Jose State College), enrolled next highest number -- 15% of all grads, 21% of those attempting college. It has next highest drop rate -- 20%.

1.3.7 22% of those in college plan to become teachers (1966: 18%; 1961: 31%).

1.3.8 57% of those entering college are from high school curricula other than "university prep" (1966: 62%; 1961: 50%; 1956: 30%).

1.3.9 College drops with "university prep" backgrounds continue to have lowest drop rate (20%), followed by "business education" (31%), "vocational" (41%), "general" (41%).

1.3.10 Of those responding to question, "Would you have gone to college if money had been available?" 59% of grads and 58% of drops replied "yes" (1966: grads 62%, drops 55%).

1.4 Help for Decision-making, Life Planning, Attitudes Toward School

1.4.1 Chief sources (other than parents) of help on life plans for grads were teachers (25%) and adult friends (18%); 17% report no help.

1.4.2 Chief sources of help for drops were adult friends (16%) and teachers (15%); 25% report no help.

1.4.3 10% of grads and 12% of drops report counselors as chief source of help.

1.4.4 Grads continue to report higher relationship between present activity and high school plans than do drops; grads in college report higher relationship than do "working" and "other" grads.

1.4.5 25% of all respondents reported "nothing very definite in mind while attending high school" (1966: 20%).

1.4.6 66% of those dropping high school gave reasons over which the school might have some control, e.g. "not interested in school" (1966: 60%; 1961: 59%; 1956: 47%).

1.4.7 66% of drops said they would finish high school if means were available (1966: 74%).

1.4.8 Grads report more participation in all school activities and services than did drops; grads rated value of all except counseling higher than did drops; counseling received same rating from both groups.

1.4.9 Five activities and services (clubs, athletics, student body or class officers, library, counseling) included in all studies all received lower ratings than in previous studies.

1.4.10 Seven of 14 items pertaining to ways in which school helped received indentical rankings as in 1966.

1.4.11 "Getting along with people" was ranked first by grads in all four studies. It was ranked first by drops in 1971 (1966: 7th), identical to "ability to read well."

1.4.12 Rankings by males and females were identical or similar (within two ranks) for all items except "using good English" (males: 6th; females: 2nd) and "using everyday math skills" (males: 2nd; females: 5th).

1.4.13 Items related to basic skills, e.g., reading, math, were ranked in the upper half of the 14 items by both grads and drops; items related to future activities, e.g., jobs, marriage, ranked in the lower half.

1.4.14 "Discussions" and "individual help from teachers" were preferred by grads and drops over eight other teaching methods, e.g., "lectures," "individual learning packets."

1.4.15 74% of respondents considered team teaching as equal or superior to regular methods (1966: 65%; 1961: 61%).

1.4.16 Majority of respondents thought school dress and behavior codes in operation when they were in school were "about right."

OBJECTIVE 2: To determine the differences in problems faced by Mexican American, Black and Other grads and drops.

This section has special significance since it reveals differences in responses by members of three ethnic groups -- Mexican Americans, Blacks and Others. Comparisons between Mexican Americans and Others have been made in all four studies, permitting an analysis of trends over a fifteen year period--1956 - 1971. The 1971 study is the first to separate responses of Blacks. While the number of Black respondents (42 grads, 3 drops) is not large, their responses will provide a basis for future comparisons.

The reader is cautioned to avoid categorical judgments regarding any ethnic group since the range of responses within each group is wide. Even so, some generalizations appear warranted by the data and suggest the need for continuing sensitivity by the professional staff toward special needs of students in each of the three groups. It is possible that such differences may be related more to socio-economic factors than to purely ethnic factors. Regardless of whether they are related to either or both, they are nonetheless very real and merit consideration by those responsible for the educational program.

It is the philosophy of the district to provide equal educational opportunities for students from all socio-economic and ethnic backgrounds. The data suggest both that progress has been considerable and that continued efforts are needed.

2.1 Graduation Rates

2.1.1 Graduation rate for MAs has increased dramatically since 1956; with approximately the same proportion of total district enrollment (30%-33%) over the 15 year period, the proportion of MAs in the graduating class has increased from 12.3% in 1956 to 29.6% in 1971, a change from 1 out of 8 to nearly 1 out of 3.

2.1.2 Graduation rate for Blacks (4%) is the same as their proportion of the total district enrollment in 1967-68 (4.0%) and slightly below that of 1969-70 (4.8%).

2.2 Marriage, Divorce, Children

2.2.1 1 to 3 years after leaving high school 29% of MAs, 16% of Blacks, 23% of Others had married; MA rate is same as in 1966, lower than in 1961 (40%) and 1956 (41%).

2.2.2 Divorce rate is 14% for MAs, 0% for Blacks, 8% for Others; MA rate is down from 1966 (36%), about the same as in 1961 (15%), above 1956 (8%).

2.2.3 Proportion of those married having one or more children is 52% for MAs, 71% for Blacks, 40% for Others; average number of children per marriage is .7 for MAs, 1.0 for Blacks, .5 for Others.

2.3 Employment, Unemployment, Job Satisfaction, Average Salaries

2.3.1 1 to 3 years after leaving high school, 40% of MA grads and 42% of Other grads are working full or part time (1966: 45%, 33%; 1961: 59%, 29%); 26% of Black grads are working full or part time.

2.3.2 39% of MA drops and 34% of Other drops are working full or part time (1966: 39%, 27%; 1961: 52%; 46%).

2.3.3 15% of MA grads and 29% of MA drops are seeking work (1966: 11%, 28%; 1961: 6%, 29%; 1956: 15%, 21%); 1% of Black grads are seeking work; 7% of Other grads and 30% of Other drops are seeking work (1966: 4%, 17%; 1961: 4%, 16%; 1956: 3%, 6%).

2.3.4 15% of MA grads and 24% of MA drops in labor market have not held one job 1 to 3 years after graduation (1966: 5%, 35%; 1961: 6%, 15%; 1956: 17%, 38%); 27 of Black grads in labor market have not held one job; 7% of Other grads and 22% of Other drops in labor market have not held one job (1966: 12%, 15%; 1961: 3%, 7%; 1956: 1%, 14%).

2.3.5 For the first time, average number of jobs held by MA grads (1.4) is lower than for Other grads (1.7). Average for Black grads is 1.6. Average for MA drops is same for Other drops (1.9); average for MA drops was higher than for Other drops in all previous studies.

2.3.6 Percent of MA grads working full time has increased since 1966 in clerical/sales and skilled jobs; it has decreased in service, farming/forestry, semi-skilled and unskilled jobs. Percent of Other grads working full time has increased since 1966 in service, skilled and unskilled jobs; it has decreased in professional and clerical/sales jobs.

2.3.7 Percent of MA drops working full time has increased since 1966 in clerical/sales, skilled and semi-skilled and unskilled jobs; it has decreased in professional, service and farming/forestry jobs. Percent of Other drops working full time has increased since 1966 in semi-skilled and unskilled jobs; it has decreased in professional, clerical/sales, service, and farming/forestry jobs.

2.3.8 10% of MA grads and 11% of MA drops are engaged in apprentice training (1966: 6%, 3%), compared to 7% of Other grads and 10% of Other drops (1966: 4%, 7%).

2.3.9 Average salary of full time employed MA grads is $133, an increase of 118% since 1956; MA drops: $125, 102%; Other grads: $128, 91%; Other drops: $136, 89%; Black grads report highest average salary, $161.

2.3.10 Gain in salaries from 1956-1971 (grads: 97%, drops: 90%) is almost double the cost of living increase (47%).

2.3.11 MA grads are more satisfied with type of work, salary and chances for promotion than are Black and Other grads; MA drops are less satisfied than are Other drops.

2.4 Influences Upon Decision-making, Including Reasons for Dropping School

2.4.1 Excluding parents and relatives, teachers are main source of life-planning help for grads (25%) for all ethnic groups (MAs: 25%; Blacks: 26%; Others: 25%).

2.4.2 A high proportion of drops (25%) continue to report "no help from anyone" (1966: 26%; 1961: 8%, 1956: 10%); a smaller proportion of MA drops (20%) than Other drops (29%) report "no help."

2.4.3 53% of MA drops report reasons for dropping school over which school might have influence, a decrease from 1966 (63%); 76% of Other drops so reported, an increase from 1966 (58%).

2.4.4 Given the opportunity, 80% of MA drops and 56% of Other drops report that they would finish school (1966: 78%, 73%).

2.4.5 Proportion participating in school activities and services was higher for Blacks (48%) than for MAs and Others (37%, 39%); there were no significant differences between MAs and Others.

2.4.6 Value of counseling was rated higher by MAs (1.92 on 1.0 to 3.0 scale) and Blacks (1.89) than by Others (1.76).

2.4.7 Weekly church attendance is higher for Blacks (31%) than for MAs (25%) and Others (21%); rates for MAs and Others are significantly below 1966 (56%, 42%).

2.5 Post Secondary Training, Higher Education

2.5.1 79% of MA grads started college (1966: 54%; 1961: 35%; 1956: 34%); 86% of Black grads started college; 73% of Other grads started college (1966: 62%; 1961: 66%; 1956: 50%).

2.5.2 65% of MA grads starting college are still attending 2 to 3 years after high school graduation (1966: 37%; 1961: 60%; 1956: 65%); 69% of blacks are still attending; 70% of Others are still attending (1966: 66%; 1961: 70%; 1956: 72%).

2.5.3 San Jose City College and California State University, San Jose together draw 74% of all college entrants. MA and Other grads are three times as likely to attend SJCC as CSUSJ; Blacks attend both institutions in equal proportions.

2.5.4 Small proportions from all ethnic groups attend University of California (2%), Stanford (less than 1%), Santa Clara (2%); proportion entering Santa Clara is higher for MAs (4%) and Blacks (5%) than for Others (1%).

2.5.5 Major reason for dropping college, "no definite goal," is reported by same proportion of all ethnic groups (MAs 20%, Blacks 22%, Others 21%); "financial" is reported by 15% of MAs, 0% of Blacks, 6% of Others.

2.5.6 Of those not entering college, 70% of MAs, 75% of Blacks, 55% of Others report that they would have gone if money had been available (1966: MAs 73%; Others 50%).

2.5.7 Of those in college, 21% of MAs, 35% of Blacks, 22% of Others plan to become teachers. Rates for females are higher for MAs (27%, males 15%) and Blacks (42%, males 20%) than for Others (25%, males 20%).

2.5.8 Proportion participating in post-secondary training other than junior college or college is 43% for MAs (1966: 37%); 29% for Blacks; 43% for Others (1966: 36%).

OBJECTIVE 3: To determine aspects of the curriculum and guidance programs in which the data suggest need for modification.

The findings in objectives 1 and 2 are here reorganized to form supporting background for

CURRICULUM AND GUIDANCE RECOMMENDATIONS

Recommendations are directed to the Instructional Policies Committee, subject area coordinators, counselors, teachers and administrators. The ultimate value of the study will be determined by the extent to which the professional staff studies the data and implements recommendations for strengthening the instructional and guidance programs of the district.

The broad recommendations below are based upon the data and inferences. Additional specific recommendations are contained in the body of the report and should be carefully studied by appropriate members of the professional staff. Thoughtful readers will draw additional inferences and will develop proposals for action beyond those suggested here.

References following each recommendation are to specific data, inference or recommendation items in the body of the report.

3.1 Preparation for Marriage, Child-Rearing and Family Life

Curriculum revisions should be made, especially in homemaking, business education, science and social sciences, to prepare students for the responsibilities of marriage, child-rearing and personal/family economics. Special attention should be directed to the needs of students most likely to drop out

and marry early. Emphasis should be placed on factors related to successful and stable marriage, child-rearing skills, and money management (D 2.2, D 2.4, D 2.9, I 2.2, R 2.1, D 3.3, D 3.5, D 3.7, I 3.3, R 3.1, I 5.1, R 5.3, D 6.3, I 6.4, R 6.3, D 16.6, D 16.7, D 16.8, I 16.[illegible].

3.2 Holding Students Through Graduation

Continued efforts should be directed toward developing programs that will hold students for the full four-year high school experience, as findings indicate that grads enjoy significant advantages over drops. (Table A, D 2.7, D 3.7, I 3.3, D 4.1.4, D 4.2.4, I 4.2, D 5.2, I 5.1, R 5.3, D 6.1, D 6.2, I 6.1, I 6.3, R 6.1, R 6.2, D 7.3, D 7.7, I 7.2, I 7.3, R 7.1, R 7.2, D 8.1, D 8.3.2, D 8.3.[illegible], D 8.3.7, I 8.4, D 9.3, [illegible]9.2, I 9.5, R 9.1, D 10.1.1, I 10.1, I 10.5, D 11.4, I 11.2, I 12.2, R 12.1, D 15.1, D 15.9, R 15.4, D 16.3, D 16.7, I 16.4, D 18.1, D 18.2, D 19.2, D 19.3, D 20.2, D 23.1, D 23.2, I 23.1, R 23.1).

3.3 Co-Curricular Program

Efforts should be made to increase participation of potential drops in co-curricular activities. (Table 15-A, D 15.1, D 15.4, I 15.1, I 15.4, R 15.1).

3.4 Post Secondary Education

Increased effort should be made to inform students of the advantages of and opportunities for all forms of post secondary education, including realistic orientation to the demands of college life and to sources of financial aid. (R 4.2, I 10.3, R 12.1, D 13.2, D 13.4, D 13.5, D 13.6, D 13.7, D 13.8, I 13.3, R 13.1, R 13.2, R 13.3, R 13.5, D 14.1, I 14.1, R 14.1, R 14.2, D 16.4, I 16.4, R 21.1, D 24.1, I 24.1, R 24.1).

3.5 Work Experience and Career Education

District work experience and career education programs should be expanded to insure that all students gain adequate information on career opportunities, educational requirements, salaries, and opportunities for advancement, that appropriate entry level skills are taught for those who desire them, and that students in financial need may be assisted to stay in school. (I 4.2, I 4.3, R 4.1, D 7.1, D 7.3, I 7.1, I 7.3, R 7.1, R 7.2, D 8.3, I 8.5, I 8.6, R 8.1, R 9.1, I 10.5, R 10.1, R 11.1, R 12.1, R 12.2, R 12.3, D 15.5, R 15.3, D 16.7, I 16.3, R 22.1).

3.6 Guidance Program

District guidance program should be revised to provide all students with more effective educational, career and personal counseling. (I 4.3, R 4.2, D 5.1, D 5.5, D 5.7, I 5.2, R 5.1, R 5.2, R 6.2, R 6.3, R 9.1, I 10.3, I 10.5, R 10.1, R 11.1, R 12.2, I 13.3, R 13.1, R 13.2, R 13.5, I 14.1, I 14.2, R 14.1, R 14.2, D 15.4, D 15.6, D 15.9, I 15.3, R 15.4, I 16.3, R 21.1, R 22.1, R 23.1, I 24.1, R 24.1.

3.7 Needs of Mexican American and Black Students

Data on special problems of Mexican American and Black students should be studied by Instructional Policies Committee, subject area coordinators, counselors, teachers and administrators, so that appropriate modifications in curriculum and guidance programs can be made to meet the special needs of these students. (Table A, D 2.4, D 2.9, D 3.5, D 3.6, I 3.3, D 4.1.3, D 4.2.3, I 4.3, R 4.1, D 5.4, D 7.2, D 7.4, D 7.5, I 7.1, D 9.5, D 10.1.1, D 10.2.2, D 10.2.3, I 10.3, R 10.2, D 11.1.2, D 11.2.2, D 11.4.2, R 13.4, D 14.2, D 14.3, I 14.2, R 14.2, D 22.2.2, R 22.1, D 23.1, I 23.1, R 23.1, D 24.1, I 24.1, R 24.1).

3.8 Equality of Opportunity for Sexes

Analysis of data reported by sex should be made to determine if both sexes enjoy equal opportunities, where appropriate, in curricular, co-curricular and guidance programs. (D 2.3, D 2.8, D 4.1.5, D 4.2.5, D 4.3.5, D 5.7, D 6.3, D 6.4, I 6.3, I 6.4, D 9.6, I 9.4, D 13.6, D 15.3, D 16.5, I 16.5, D 18.5, I 18.1, D 21.1, D 21.2, R 21.1, D 22.2.3, R 22.1).

3.9 Education for Leisure and Participation in Community Affairs

Increased emphasis on education for leisure and participation in community affairs should be given in art, music, physical education, English, homemaking, industrial education and social science curricula and in counseling, library and co-curricular programs. (I 5.2, D 15.4, R 15.2, Table 16-B, D 16.6, D 16.7, D 18.1, D 18.2, D 18.4, I 18.1, R 18.1).

3.10 Instructional Methodology

Efforts should be made to increase the utilization of teaching methods that enhance individualization, one-to-one communication between students and teachers, and active participation by students in classroom activities. (D 6.[illegible], D 19.4, I 19.1, R 19.1, R 19.7, D 20.1, D 20.2).

3.11 Dissemination of Positive Findings

The first 10 recommendations deal with areas in which improvements are needed. The study also reveals areas in which positive changes have been made over the 15 years encompassed by the four studies. Inasmuch as these reflect favorably on the self-image of students and the support of staff and community, they should be well publicized among students, staff and the community. Following are some of the findings of a positive nature.

3.11.1 Percentage of Mexican Americans in the graduating class has increased from 12.3 in 1956 to 29.6 in 1971, while their percentage in the total student body has remained stable at 30 to 33. (Table D).

3.11.2 Percentage employed full or part time (40), not including those in school, has increased since 1966 (34). (D 4.1.1).

3.11.3 Mexican American grads and drops are being employed at higher rates in more desirable occupations (D 8.3).

3.11.4 Salaries increased 94% between 1956 and 1971, an increase approximately double that of the cost of living (49%). (I 9.1).

3.11.5 Job satisfaction is higher for Mexican American grads (75%) than for Other grads (67%); job satisfaction for Black grads (67%) is same as for Other grads. (D 11.4.1).

3.11.6 Percentage of grads reporting additional training other than college (43) has increased since 1966 (36). Percentage of drops so reporting has increased to 47 from 36. (D 12.1, D 12.2, I 12.1).

3.11.7 Percentage of grads starting college (73) has increased since 1956 (47), with virtually no change in college drop rate (1971: 31%; 1956: 30%). (D 13.1, D 13.2).

3.11.8 Percentage of Black grads entering college (86) exceeds both MA and Others (70, 73). Percent of Blacks dropping from college (31) is approximately same as for MAs and Others (35, 30). (D 13.1, D 13.2).

3.11.9 Grads and drops give high ratings to the help they received from the schools in getting along with people and in learning the basic skills. (D 16.1, I 16.2).

3.11.10 Both grads and drops report higher rates of participation in cultural pursuits than in 1966. (D 18.3).

PRESENTATION OF DATA

Results are reported in the following sections, with numbers referring to items in the questionnaire (see appendix).

In many tables comparable figures for 1956, 1961, and 1966 are shown. In some cases figures are cited in the data or inferences without having been shown on the tables. This has been done to increase readability and to keep report size to a minimum.

Most of the tables are followed by summaries of what the writers see as significant data from the tables, and such summaries are followed by inferences and recommendations. These are presented as conveniences for the reader, but it is obvious that tables include important data not summarized which warrant additional inferences and recommendations. Thus the reader is cautioned to (a) study the tables for his own analysis of significant data, and (b) review the inferences and recommendations in light of his own judgment concerning their interpretation.

Percents do not total to 100 in all tables due to rounding to nearest whole percent.

For convenience in reference all data, inference and recommendation items are coded with "D" for data, "I" for inference, and "R" for recommendation, followed by table number and item number. Examples:

D 13.1 = Data item 1 for Table 13 (Question 13)

I 15.3 = Inference item 3 for Table 15

R 17.4 = Recommendation item 4 for Table 17

All materials pertaining to this study will be on file until January 1, 1978. Inquiries may be directed to the office of the Associate Superintendent.

1. IDENTIFICATION DATA

No tables are presented for question 1.

2. INFORMATION ON MARITAL STATUS

TABLE 2-A

MARITAL STATUS BY GRADS OR DROPS AND ETHNICITY

GROUP		TOTAL N	PERCENT					
			MARRIED	DIVORCED	WIDOWED	TOTAL EVER MARRIED	SINGLE	NO RESPONSE
GRADS:	MA	272	20.2	3.3	0.0	23.5	75.4	1.1
	Black	42	16.7	0.0	0.0	16.7	78.6	4.8
	Other	688	18.5	1.5	.1	20.1	79.2	.7
	Total	1002	18.9	1.9	.1	20.9	78.1	1.0
DROPS:	MA	79	40.5	6.3	1.3	48.1	51.9	0.0
	Black	3	0.0	0.0	0.0	0.0	100.0	0.0
	Other	119	33.6	4.2	0.0	37.8	61.3	.8
	Total	201	35.8	5.0	.5	41.3	58.2	.5
TOTAL:	MA	351	24.8	4.0	.3	29.1	70.1	.9
	Black	45	15.6	0.0	0.0	15.6	80.0	4.4
	Other	807	20.7	1.9	.1	22.7	76.6	.7
	Total	1203	21.7	2.4	.2	24.3	74.8	.9

TABLE 2-B

COMPARISONS OF MARRIAGE AND DIVORCE RATES, 1956-1971

GROUP	TOTAL N	PER CENT 1956 EVER MARR.[a]	1956 DIV.[b]	1961 EVER MARR.	1961 DIV.	1966 EVER MARR.	1966 DIV.	1971 EVER MARR.	1971 DIV.
GRADS	1002	23	2	30	9	24	26	21	9
DROPS	201	52	4	47	7	50	21	41	12
MA	351	41	8	40	15	29	36	29	14
Black	45	ND	ND	ND	ND	ND	ND	16	0
Other	807	30	3	31	6	28	21	23	8
Total Marriage Rate		33		33		28		24	
Total Divorce Rat			4		8		25		10

[a] "Ever married" is total of married, divorced and widowed.

[b] Divorce rate is based on total ever married; e.g. a divorce rate of 25% would be reported for a group of 12 respondents of whom 9 were married and 3 were divorced.

TABLE 2-C

DIVORCE RATE BY GRAD OR DROP, ETHNICITY AND SEX

GROUP		TOTAL N	TOTAL EVER MARRIED N	%	%[a] DIVORCED	MALES EVER MARRIED N	%	% DIVORCED	FEMALES EVER MARRIED N	%	% DIVORCED
GRADS:	MA	272	64	24	14	21	18	14	43	28	14
	Black	42	7	17	0	3	20	0	4	15	0
	Other	688	138	20	7	60	17	5	78	24	9
	Total	1002	209	21	9	84	17	7	125	25	10
DROPS:	MA	79	38	48	13	14	33	7	24	65	17
	Black	3	0	0	0	0	0	0	0	0	0
	Other	119	45	38	11	20	27	10	25	56	12
	Total	201	83	41	12	34	29	9	49	58	14
TOTAL:	MA	351	102	29	14	35	22	11	67	35	15
	Black	45	7	16	0	3	19	0	4	14	0
	Other	807	183	23	8	80	18	6	103	28	10
	Total	1203	292	24	10	118	19	8	174	29	12

[a] Of those ever married (includes total of married, divorced and widowed).

Data:

D 2.1 Marriage rate (24%) is down from 28% in 1966 and 33% in 1961 and 1956.

D 2.2 Marriage rate for drops (41%) is double that for grads (21%).

D 2.3 Marriage rate for females (29%) is significantly higher than for males (19%).

D 2.4 Highest marriage rate is for female MA drops (65%).

D 2.5 Lowest marriage rate is for female Blacks (14%).

D 2.6 Divorce rate (10%) is down from 25% in 1966 but still above 1961 (8%) and 1956 (4%).

D 2.7 Divorce rate for drops (12%) is significantly higher than for grads (9%).

D 2.8 Divorce rate for females (12%) is significantly higher than for males (8%).

D 2.9 Highest divorce rate is for female MA drops (17%).

D 2.10 Lowest divorce rate is for Blacks (0.0%).

Inferences:

I 2.1 The substantial decline in the divorce rate from the previous study is encouraging; the information on divorce rates by sex, ethnicity and drop status points to need for more precise focus of school efforts in attacking the divorce problem.

I 2.2 Preparation for marriage remains an urgent need for the significant number of youth who marry within one to three years after leaving school. This need is greatest for drops, MAs and females, since these groups have both the highest marriage and divorce rates.

RECOMMENDATION:

R 2.1 District appoint a task force to review the implications of the follow-up study for curricular change to meet the needs of students most likely to enter upon early marriages.

3. NUMBER OF CHILDREN

TABLE 3-A

NUMBER OF CHILDREN OF MARRIED & DIVORCED RESPONDENTS BY GRAD OR DROP AND ETHNICITY

GROUP		No. Married or Divorced	No. of Children 0	1	2	3	% Having 1 or More Children
GRADS	MA	64	31	23	9	1	51.6
	B	7	2	3	2	0	71.4
	Other	137	82	49	4	2	40.1
	Total	208	115	75	15	3	44.7
DROPS	MA	37	14	18	4	1	62.2
	B	ND					ND
	Other	45	20	22	3	0	55.6
	Total	82	34	40	7	1	58.5
TOTAL	MA	101	45	41	13	2	55.4
	B	7	2	3	2	0	71.4
	Other	182	102	71	7	2	44.0
	Total	290	149	115	22	4	48.6

TABLE 3-B

AVERAGE NUMBER OF CHILDREN PER MARRIAGE

	1956	1961	1966	1971			
GROUP	TOTAL	TOTAL	TOTAL	MA	BLACK	OTHER	TOTAL
GRADS	.4	.5	.5	.69	1.00	.46	.55
DROPS	.8	.7	.8	.79	--	.62	.67
TOTAL	.6	.6	.6	.72	1.00	.50	.59

Data:

D 3.1 114 children among 1002 grads, 209 of whom are or have been married; 57 children among 201 drops, 83 of whom are or have been married.

D 3.2 Average number of children per marriage (.59) has remained constant since 1956 (.6).

D 3.3 Half of the respondents who are or have been married report one or more children.

D 3.4 Percent of drops ever married having children (59%) is significantly higher than for grads (45%).

D 3.5 Percent of MAs ever married having children (55%) and of Blacks (71%) is significantly higher than for Others (44%).

D 3.6 Average number of children for MAs ever married (.72) and for Blacks (1.00) is significantly higher than for Others (.50).

D 3.7 Average number of children for drops (.67) is significantly higher than for grads (.55) and is significantly lower than in 1966 (.80).

Inferences:

I 3.1 The relatively stable marriages and childbirth rates coupled with a marked decrease in the divorce rate since 1966 suggests that factors have been at work to increase marital stability.

I 3.2 Childbirth data are based on responses of those reporting themselves as married or divorced. Future surveys might solicit this information from those not married.

I 3.3 A study of the curriculum's adequacy in preparing young people for parenthood is suggested by the fact that half of the "ever married" respondents report that they are parents. The higher rates for MAs, Blacks and drops suggest need for intensified efforts among these groups.

RECOMMENDATION:

R 3.1 District evaluate the curriculum for adequacy in preparing students for marriage and parenthood, and develop recommendations for needed changes.

TABLE 4-A

PRESENT ACTIVITY OF RESPONDENTS, BY GRADS AND DROPS, ETHNICITY AND SEX

GROUP		N	PERCENT IN ACTIVITY														
			Employed			Unemployed			In School								
			Full	Part	Total	Want Work	Not Want	Total	Full	Part	And Work	[a] Total	[a] Adjd.	Military	Other	Housewife	No Resp.
GRADS:	MA	272	33	7	40	15	2	17	20	2	13	34	46	3	2	4	0
	Black	42	17	10	5	19	0	19	38	0	12	50	60	2	0	2	0
	Other	688	33	8	42	7	2	9	20	--[b]	16	36	51	9	1	3	1
	Total	1002	33	8	41	10	2	12	20	1	15	36	50	7	1	3	1
DROPS:	MA	79	29	11	41	29	8	37	3	4	1	8		4	3	8	1
	Black	3	0	0	0	33	33	67	33	0	0	33		0	0	0	0
	Other	119	30	3	34	30	5	35	3	1	1	5		12	6	7	2
	Total	201	29	7	36	30	7	36	4	2	1	7		9	5	7	2
MALE:	Grad	494	30	7	37	7	--[b]	7	20	--[b]	20	40	56	14	1	0	1
	Drop	117	34	7	40	33	3	40	3	0	2	4		15	3	0	1
	Total	611	31	7	37	12	1	12	17	--[b]	16	34		14	2	0	1
FEMALE:	Grad	508	35	9	45	13	3	17	20	1	10	31	44	1	1	6	--[b]
	Drop	84	23	6	29	25	12	37	5	5	0	10		0	6	17	2
	Total	592	33	9	42	15	5	20	18	2	9	28		1	2	7	1
TOTAL:	MA	351	32	8	40	18	3	22	16	2	10	28		3	2	5	1
	Black	45	16	9	25	20	2	22	38	0	11	49		2	0	2	0
	Other	807	33	8	41	11	2	13	17	1	14	32		9	2	3	1
	Total	1203	32	8	40	13	3	16	18	1	13	31		7	2	4	1

[a] Apparent discrepancies will be noted in percent of grads reporting some form of schooling in Table 4-A and percent reporting attendance in school in Tables 13-A and 13-B. In question 4, respondents were asked, "What are you doing now? (Check the main one)." Since many of the questionnaires were completed in late June or July, some respondents enrolled in school during the academic year but working in the summer, may have checked a "working" response rather than an "in school" response. Also, some who may be working full time and attending school part time would have checked "working full time" as the "main one," thus concealing the fact that they had been enrolled. Hence, the percentages reported in the column headed "adjd" are thought to be a more accurate representation of graduates enrolled in college. These figures are taken from Table 13-A and will be used as the basis for comments on schooling.

[b] Less than 1%.

TABLE 4-B

SUMMARY OF EMPLOYMENT, UNEMPLOYMENT (WANT WORK), SCHOOL AND MILITARY SERVICE, 1956-1966

by percentage of subgroups

GROUP		EMPLOYED[a] 1956	1961	1966	UNEMPLOYED[b] 1956	1961	1966	IN SCHOOL[c] 1956	1961	1966	adjd[d] 1966	MILITARY SERV. 1956	1961	1966
GRADS:	MA	36	59	45	15	6	11	22	23	27	31	10	0	7
	Other	44	29	33	3	4	4	39	47	40	41	6	8	12
	Total	42	36	35	5	4	6	35	43	37	39	7	5	11
DROPS:	MA	28	52	39	21	29	28	2	3	9	9	28	3	6
	Other	37	46	27	6	16	17	4	4	11	11	21	10	17
	Total	33	48	31	11	21	20	3	3	11	11	24	7	14
ALL MAs		32	57	44	18	15	15	11	15	24	26	19	1	7
ALL OTHERS		42	34	32	4	6	6	30	40	37	37	10	8	13
TOTAL		40	39	34	8	8	8	25	34	33	35	12	6	11

[a] Full and part time (does not include "part time school and work").

[b] Does not include "unemployed, not seeking work" (housewives, etc.).

[c] Full, part time and "part time school and work."

[d] Adjusted figures from data in Questions 14 and 15, 1966 survey.

NOTE: This table for comparison with "total" columns in Table 4-A.

Data:

D 4.1 Employed -- Percentage employed full or part time (not including part time while attending school) is:

D 4.1.1 Higher than in previous two studies (1971--40; 1966--34; 1961--39; 1956--40).

D 4.1.2 About the same for Others (41) and MAs (40) (1966--32, 44; 1961--34, 57; 1956--42, 32).

D 4.1.3 Lowest for Blacks (25).

D 4.1.4 Higher for grads (41) than for drops (36). (1966--35, 31; 1961--36, 48; 1956--42, 33).

D 4.1.5 Higher for females (42) than for males (37).

D 4.2 Unemployed -- Percentage unemployed but seeking work is:

D 4.2.1 Higher than in previous studies (1971--13; 1966--8; 1961--8; 1956--8).

D 4.2.2 Similar among drops for MAs, Blacks, and Others (29, 33, 30).

D 4.2.3 Higher among grads for MAs (15) and Blacks (19) than for Others (7).

D 4.2.4 Three times as high for drops (30) as for grads (10) (1966--20, 6; 1961--21, 4; 1956 -- 11, 5).

D 4.2.5 Higher for females (15) than for males (12).

D 4.3 In-School -- Percentage participating in further schooling is:

D 4.3.1 Higher for all grads than in previous studies (1971--50; 1966--39; 1961--43; 1956--35).

D 4.3.2 Higher for MAs than in previous studies (1971--46; 1966--31; 1961--23; 1956--22).

D 4.3.3 Higher for Others than in previous studies (1971--51; 1966--41; 1961--47; 1956--39).

D 4.3.4 Higher for Blacks (60) than for MAs (46) and Others (51).

D 4.3.5 Higher for males (56) than for females (44).

D 4.4 Military -- Percentage in military service is:

D 4.4.1 Lower than in 1966 and 1956, and about the same as in 1961 (1971--7; 1966--11; 1961--6; 1956--12).

D 4.4.2 Higher for Others (9) than for MAs (3) and Blacks (2).

D 4.4.3 About the same for male grads (14) as for male drops (15).

Inferences:

I 4.1 Increase since 1966 in employed, unemployed and (for grads) in school, reflects decreases in military and other.

I 4.2 Increase since 1966 in drops looking for work (30% vs. 20%) indicates that potential drops, regardless of ethnicity, face serious handicaps in finding employment.

I 4.3 MAs and Blacks are in special need of assistance in preparation for employment.

I 4.4 Increase in MA college attendance and high Black college attendance reflect improved curriculum and guidance efforts as well as increased minority recruitment and financial aid programs.

RECOMMENDATIONS:

R 4.1 District evaluate career education programs and recommend changes to improve job placement prospects for MAs, Blacks and drops.

R 4.2 District evaluate counseling practices and recommend changes to increase percent of females participating in further schooling.

5. SOURCE OF LIFE PLANS WHILE IN HIGH SCHOOL

TABLE 5[a]
SOURCES OF LIFE PLANS HELP WHILE IN HIGH SCHOOL BY GRADS AND DROPS, ETHNICITY, CURRICULUM, SEX

GROUP	N	PER CENT REPORTING HELP BY: Adult Friends	Friends Own Age	Teachers	Counselors	No Help	Others	No Response
GRADS: MA	272	17	15	25	14	15	8	7
Black	42	14	7	26	24	17	5	7
Other	688	19	16	25	8	17	11	4
Total	1002	18	15	25	10	17	10	5
DROPS: MA	79	16	13	11	13	20	22	5
Black	3	0	33	67	0	0	0	0
Other	119	17	11	17	13	29	9	5
Total	201	16	12	15	12	25	14	5
ALL MA	351	17	14	22	14	17	11	6
ALL BLACKS	45	13	9	29	22	16	4	7
ALL OTHER	807	19	15	23	8	19	11	4
CURRICULUM:								
Univ. Prep	346	16	15	27	12	14	10	5
Business Ed	237	18	16	27	9	17	7	5
Vocational Ed	202	23	11	22	11	17	11	4
General	409	18	15	17	10	22	13	6
Special	9	11	0	44	11	0	22	11
MALES	611	19	14	24	8	18	12	5
FEMALES	592	17	15	23	13	18	10	5
TOTAL	1203	18	15	23	10	18	11	5

[a]In previous studies first response category was "Parents, relatives and other adult friends." In 1971 study this was changed to "Adult friends," and question read: "Other than parents or relatives, who gave you the most help on your life plans while in high school?" Therefore, data from 1971 study are not comparable with data from previous studies. A category, "administrator," was added to the 1971 questionnaire. Responses to this were small, hence they are totaled with "others".

Data:

Note: Data summary below excludes Black drops because of small N (3).

D 5.1 Among grads most help was received from teachers (25%), least from counselors (10%) and Others (10%).

D 5.2 Among drops, largest category was no help (25%), followed by adult friends (16%) and teachers (15%).

D 5.3 Among grads, teachers were of equal help to all ethnic groups (MA--25%; Black--26%; Other--25%).

D 5.4 Among drops, teachers were of more help to Others (17%) than to MAs (11%).

D 5.5 Among grads, counselors were of more help to Blacks (24%) and MAs (14%) than to Others (8%).

D 5.6 Among drops, counselors were of equal help to MAs (13%) and Others (13%).

D 5.7 Counselors were of more help to females (13%) than to males (8%); help from other sources was approximately the same for both sexes.

Inferences:

I 5.1 Special attention should be directed to drops, since 25% of them report no help from any source and since they rate help from teachers considerably lower than do grads.

I 5.2 Review of counselors' role in helping students with life plans is indicated, since all other categories ranked higher than did counselors. Special attention should be directed to discrepancy between help offered females over males.

RECOMMENDATIONS:

R 5.1 District review philosophy and organization of counseling services and recommend changes to enhance role of counselors in helping students with life plans.

R 5.2 District conduct a study of recent guidance innovations (e.g., group counseling, career centers) to determine their effectiveness in helping students with life plans.

R 5.3 District develop plans for early identification of dropout-prone students and for directing faculty resources toward assisting such students with life plans.

TABLE 6-A

FIRST AND SECOND PRINCIPAL REASONS FOR DROPPING SCHOOL
BY ETHNICITY AND SEX

	NUMBER REPORTING																	
	MA Drops N=79			Black Drops N=3			Other Drops N=119			All Drops N=201			Males N=117			Females N=84		
No. of times given as:	1st	2nd	Tot.	1st	2nd	Tot.	1st	2nd	Tot.	1st	2nd	Tot.	1st	2nd	Tot.	1st	2nd	Tot.
1. Preferred work to school	4	6	10	0	0	0	10	5	15	14	11	25	13	8	21	1	3	4
2. Not interested in school	14	2	16	0	0	0	34	11	45	48	13	61	31	9	40	17	4	21
3. School too hard	0	3	3	0	0	0	0	3	3	0	6	6	0	1	1	0	5	5
4. Doing failing work	7	5	12	0	0	0	9	11	20	16	16	32	10	8	18	6	8	14
5. Disliked teacher(s)	3	0	3	0	0	0	12	4	16	15	4	19	12	3	15	3	1	4
6. Disliked subject(s)	1	4	5	0	0	0	2	4	6	3	8	11	1	7	8	2	1	3
7. Could learn more outside school	5	1	6	0	0	0	6	4	10	11	5	16	8	4	12	3	3	4
Subtotal of reasons 1-7[a]	34	21	55	0	0	0	73	42	115	107	63	170	75	40	115	32	23	55
8. Needed money to help at home	9	2	11	0	0	0	6	2	8	15	4	19	9	2	11	6	2	8
9. Needed/wanted spending money	2	8	10	0	0	0	1	6	7	3	14	17	0	10	10	3	4	7
10. Ill health	2	2	4	0	0	0	2	0	2	4	2	6	0	0	0	4	2	6
11. Friends had left school	0	5	5	0	0	0	0	6	6	0	11	11	0	9	9	0	2	2
12. Parents wanted me to leave	1	1	2	0	1	1	0	0	0	1	2	3	1	1	2	0	1	1
13. Marriage	13	4	17	0	0	0	8	5	13	21	9	30	3	1	4	18	8	26
Subtotal of reasons 8-13[b]	27	22	49	0	1	1	17	19	36	44	42	86	13	23	36	31	19	50
14. Other reasons	14	9	23	3	0	3	18	20	38	35	29	64	19	17	36	16	12	28
Total reasons 1-14	75	52	127	3	1	4	108	81	189	186	134	320	107	80	187	79	54	133
No response	4	27	31	0	2	2	11	38	49	15	67	82	10	37	47	5	30	35

[a] Some degree of school control. [b] Little or no school control

TABLE 6-B

COMPARISONS OF FIRST AND SECOND PRINCIPAL REASONS FOR DROPPING SCHOOL, BY ETHNICITY, SEX, 1956-1971

	PERCENT RESPONDING											
	MA Drops		Black Drops		Other Drops		All Drops		Males		Females	
Reason Number	1-7	8-13	1-7	8-13	1-7	8-13	1-7	8-13	1-7	8-13	1-7	8-13
Degree of School Control	Some	Little	Some	Little	Some	Little	Some	Little	Some	Little	Some	Little
1956	41	59	ND		52	48	47	53	ND		ND	
1961	50	50	ND		65	35	59	41	ND		ND	
1966	63	37	ND		58	42	60	40	ND		ND	
1971	53	47	a		76	24	66	34	76	24	52	48

[a]Data not significant because of small N (3). Of the 3 Black drops, none gave a 1-7 response, one gave an 8-13 response (as second principal reason), and all three gave a 14 (Other) response as first principal reason.

Data:

Note: Reasons are grouped in this order because first seven are areas over which school has some control, while second six are areas over which school has little or no control. These groupings are somewhat arbitrary but are helpful for purposes of analysis and comparison with previous studies.

D 6.1 "Not interested in school" continues to be most prevalent response (19% of total, 13% of MAs, 24% of Others.)

D 6.2 "Doing failing work" is second most prevalent response (10% of total, 9% of MAs, 11% of Others.

D 6.3 Among males "not interested in school" is most prevalent (21%); among females "marriage" is most prevalent (20%).

D 6.4 Of all drops, 58% are males, 42% females (Table A).

D 6.5 Percent giving reasons over which school has some control (53) decreased among MAs since 1966 (63) and increased among Others (76, 58).

D 6.6 In the group of reasons over which school had little control, finances accounted for 61% of male drop responses vs. only 30% of female.

Inferences:

I 6.1 Nebulous nature of "not interested in school" makes determination of true reasons for dropping difficult. While school should provide positive learning experiences, it may not be able, in its present form, to meet needs of all students. Alternative forms of education should be explored.

I 6.2 Large increase since 1966, among Others, in percent indicating factors over which school has some control should not necessarily be interpreted as decrease in school's effectiveness, since percent of students graduating continues to rise. It may reflect improved economic and health conditions (fewer students dropping because of financial and health reasons).

I 6.3 With marriage the major reason for females dropping, efforts should be made to provide opportunities for them to continue their education. District's School Age Mothers program,

initiated after students in this survey left school, provides one alternative, the effects of which should be reflected in the 1976 study.

I 6.4 No inferences may be drawn from responses of Black drops because of small N (3).

RECOMMENDATIONS:

R 6.1 District create task force to develop curriculum modifications and alternative programs to motivate potential drops (particularly males) who are not interested in school or doing failing work.

R 6.2 District develop procedures to increase work experience and job placement opportunities for low income students, who are potential drops because of economic factors.

R 6.3 District develop program specifically designed to encourage married students to stay in school.

7. NUMBER OF JOBS HELD SINCE LEAVING SCHOOL

Note: Tables 7-A, 7-B, 7-C and 7-D do not include part-time workers as being in the labor market. Arbitrary assumption was made that both part-time workers and all workers attending college would not be included. Reader may make his own judgment and will find numbers involved by referring to Table 4-A.

TABLE 7-A
NUMBER OF JOBS HELD SINCE LEAVING SCHOOL BY THOSE WORKING FULL TIME OR SEEKING WORK, BY GRADS AND DROPS, ETHNICITY

		GRADS							DROPS						
		NUMBER OF JOBS HELD							NUMBER OF JOBS HELD						
GROUP		N	0	1	2	3	4+	NR	N	0	1	2	3	4+	NR
MA	F[a]	90	2	57	23	7	1	0	23	1	6	11	5	0	0
	S[b]	41	18	6	7	6	4	0	23	10	5	2	2	3	1
	Total	131	20	63	30	13	5	0	46	11	11	13	7	3	1
BLACK	F	7	0	4	2	1	0	0	0	0	0	0	0	0	0
	S	8	4	2	1	0	1	0	1	0	1	0	0	0	0
	Total	15	4	6	3	1	1	0	1	0	1	0	0	0	0
OTHER	F	229	1	116	67	32	13	0	36	0	13	14	4	3	2
	S	50	18	15	8	5	1	3	36	16	8	3	6	3	0
	Total	279	19	131	75	37	14	3	72	16	21	17	10	6	2
TOTAL	F	326	3	177	92	40	14	0	59	1	19	25	9	3	2
	S	99	40	23	16	11	6	3	60	26	14	5	8	6	1
	Total	425	43	200	108	51	20	3	119	27	33	30	17	9	3

[a]Working full time
[b]Seeking work

TABLE 7-B

PERCENT OF THOSE IN LABOR MARKET WHO HAVE NOT HELD ONE JOB SINCE LEAVING SCHOOL, BY GRADS AND DROPS, ETHNICITY, 1956-1971

	1956		1961		1966		1971		
GROUP	MA	Other	MA	Other	MA	Other	MA	Black	Other
GRADS	17	1	6	3	5	12	15	27	7
DROPS	38	14	15	7	35	15	24	0	22
TOTAL	27	4	10	4	12	13	18	25	10

TABLE 7-C

AVERAGE NUMBER OF JOBS HELD BY THOSE WORKING FULL TIME BY GRADS AND DROPS, ETHNICITY, 1956-1971

	1956		1961		1966		1971		
GROUP	MA	Other	MA	Other	MA	Other	MA	Black	Other
GRADS	2.1	1.9	2.1	1.8	1.7	1.6	1.4	1.6	1.7
DROPS	2.7	2.1	2.5	2.0	2.1	1.8	1.9	0.0	1.9
TOTAL	2.3	1.9	2.2	1.8	1.8	1.6	1.5	1.6	1.8

TABLE 7-D

PERCENT OF THOSE IN LABOR MARKET EMPLOYED FULL TIME BY GRADS AND DROPS, ETHNICITY, 1956-1971

GROUPS		1956	1961	1966	1971
GRADS:	M-A	67	88	77	69
	Black	ND	ND	ND	47
	Other	93	87	87	82
	Total	88	88	84	77
DROPS:	M-A	50	58	50	50
	Black	ND	ND	ND	0
	Other	82	67	55	50
	Total	68	63	53	50
TOTAL:	M-A	59	75	72	64
	Black	ND	ND	ND	44
	Other	91	83	82	76
	Total	83	80	79	71

Data:

D 7.1 Percent of those in labor market employed full time has decreased steadily: 1956--83; 1961--80; 1966--79; 1971--71.

D 7.2 Percent employed full time is significantly lower for MAs (64) and Blacks (44) than for Others (76).

D 7.3 Percent employed full time decreased more since 1966 for grads (from 84 to 77) than for drops (53-50).

D 7.4 Percent who have not had one job is significantly higher for MAs (18) and Blacks (25) than for Others (10).

D 7.5 Percent of grads who have not had one job is higher for MAs in 1971 than in 1966 (15, 5) and lower for Others (7, 12).

D 7.6 Percent of drops who have not had one job is lower for MAs in 1971 than in 1966 (24, 35) and higher for Others (22, 15).

D 7.7 Average number of jobs held is lower for grads (1.7) than for drops (1.9); lower for MAs (1.5) and Blacks (1.6) than for Others (1.8); lowest for MA grads (1.4).

Inferences:

I 7.1 Decline in full time employment rates reflects general trend in national economy, and is greater for grads (particularly MAS) than for drops.

I 7.2 Job mobility is greater for drops than for grads, and greater for Others than for MAs and Blacks.

I 7.3 With grads enjoying a 3:2 advantage over drops in employment rate, school needs to increase efforts to hold students until graduation and to provide entry level job skills for potential drops, based on local labor market needs.

RECOMMENDATIONS:

R 7.1 District develop programs for extending job training and placement opportunities for both grads and drops.

R 7.2 District conduct study to determine effects of career center, work experience and other VEA programs on employment of drops and grads.

8. JOB CATEGORIES FOR THOSE WORKING FULL TIME

TABLE 8-A
JOB CATEGORIES FOR THOSE WORKING FULL TIME
BY GRADS AND DROPS, ETHNICITY

			P E R C E N T						
		N	Profes-sional	Clerical-Sales	Service	Farming Forestry	Skilled	Semi-Skilled	Un-Skilled
GRADS:	MA	83	1	45	14	0	13	18	8
	Black	6	16	0	0	0	0	50	33
	Other	208	3	43	14	0	14	16	10
	Total	297	3	42	14	0	14	18	10
DROPS:	MA	15	0	13	13	0	7	60	7
	Black	0	0	0	0	0	0	0	0
	Other	32	3	13	16	0	13	22	34
	Total	47	2	13	15	0	11	34	26
TOTAL:	MA	98	1	40	14	0	12	25	8
	Black	6	17	0	0	0	0	50	33
	Other	240	3	39	14	0	14	17	13
	Total	344	3	38	14	0	13	20	12

TABLE 8-B

JOB CATEGORY COMPARISONS FOR THOSE WORKING FULL TIME
BY GRADS AND DROPS, ETHNICITY, 1956-1971

GROUP			PER CENT						
			Profes-sional	Clerical Sales	Service	Farming Forestry	Skilled	Semi-Skilled	Un-Skilled
GRADS:	MA	1956	0	42	0	8	0	41	8
		1961	3	37	10	3	16	13	17
		1966	2	35	16	2	14	21	10
		1971	1	45	14	0	18	18	8
	*B	1971	17	0	0	0	0	50	33
	O	1956	4	47	6	5	13	21	4
		1961	5	53	8	0	10	12	12
		1966	9	55	8	0	9	15	6
		1971	3	43	14	0	14	16	10
	Tot.	1956	3	47	6	6	11	23	4
		1961	4	49	9	1	11	13	13
		1966	7	49	10	1	10	17	7
		1971	3	42	14	0	14	18	10
DROPS:	MA	1956	0	0	25	12	0	12	50
		1961	0	7	13	20	0	33	27
		1966	11	0	22	11	0	56	0
		1971	0	13	13	0	7	60	7
	B	1971	N O		R E S P O N D E N T S				
	O	1956	6	11	11	11	11	45	6
		1961	5	10	15	0	20	30	20
		1966	0	20	20	7	13	20	20
		1971	3	13	16	0	13	22	34
	Tot.	1956	4	8	15	12	8	35	20
		1961	3	9	14	9	11	31	23
		1966	4	13	21	8	8	33	13
		1971	2	13	15	0	11	34	26
TOTAL:	MA	1956	3	38	8	7	10	26	9
		1961	4	40	10	3	11	17	15
		1966	7	45	11	1	10	19	7
		1971	3	38	14	0	13	20	12
	*B	1971	17	0	0	0	0	50	33
	O	1956	4	41	7	6	12	25	4
		1961	5	45	9	0	11	16	13
		1966	8	50	9	1	10	16	7
		1971	3	39	14	0	14	17	13
	Tot.	1956	3	38	8	7	10	26	9
		1961	4	40	10	3	11	17	15
		1966	7	45	11	1	10	19	7
		1971	3	38	14	0	13	20	12

*N = 6

Data:

D 8.1 As in previous studies, largest source of employment for grads is clerical and sales at 42%; largest for drops is still semi-skilled at 34%.

D 8.2 Largest source for MAs remains clerical and sales at 40%; employment pattern for Blacks (professional--17%, semi-skilled--50%, unskilled--33%) differs significantly from MAs and Others, but caution is advised in interpreting this data because of small N (6); largest for Others remains clerical and sales at 39%.

D 8.3 Changes from previous studies:

D 8.3.1 Professional: 1971 total for grads is down to 3%, reversing upward trend (from 3% in 1956 to 7% in 1966); MA grads are down to 1% from 2% (1966); Other grads are down to 3% from 7% (1966). Highest rate is for Black grads at 17% (but N = 6). MA drops are down to 0% from 11%; Other drops are up to 3% from 0%.

D 8.3.2 Clerical and Sales: 1971 total is down to 38% from 45% (1966); MA grads are up to 45% from 35%; Other grads are down to 43% from 53%. MA drops are up to 13% from 0%; Other drops are down to 13% from 20%. No Blacks are reported.

D 8.3.3 Service: 1971 total is up to 14% from 11% (1966); MA grads are down to 14% from 16%; Other grads are up to 14% from 8%; MA drops are down to 13% from 22%; Other drops are down to 16% from 20%. No Blacks are reported.

D 8.3.4 Farming-Forestry: No respondents reported employment in this category, thus completing downward trend from 1956 high of 7%.

D 8.3.5 Skilled: 1971 total is up to 13% from 10% (1966); MA grads are up to 18% from 14%; Other grads are up to 14% from 9%; MA drops are up to 7% from 0%; Other drops remain at 17%. No Blacks are reported.

D 8.3.6 Semi-skilled: 1971 total (20%) has remained stable since 1966 (19%); MA grads are down to 18% from 21%; Other grads are up to 16% from 15%. Highest rate is for Black grads at 50% (but N = 6). MA drops are up to 60% from 56%; Other drops are up to 22% from 20%.

D 8.3.7 Unskilled: 1971 total is up to 12% from 7% (1966); MA grads are down to 8% from 10%; Other grads are up to 10% from 6%. MA drops are up to 7% from 0%; Other drops are up to 34% from 20%.

Inferences:

I 8.1 Decrease in rate for professional and increase in rate for unskilled may reflect tight labor market in 1971.

I 8.2 Increase in rates for MA grads and drops in clerical and sales and skilled may reflect increased efforts by employers to hire MAs, particularly when viewed against MA grad decreases in service, semi-skilled and unskilled. Such efforts have not touched MA drops, however, whose rate in unskilled has risen sharply.

I 8.3 For Others (both grads and drops) sharp declines in professional and clerical and sales, coupled with sharp increases in service and unskilled, may reflect tight labor market and/or employer preference for MAs, particularly in clerical and sales.

I 8.4 Continued disadvantage of drops in competing for jobs is reflected by their continued high

rate in semi-skilled and their sharp increase in unskilled.

I 8.5 Continued high rate of employment in clerical and sales reflects positively on potential value of business education curriculum in preparing youth for labor market.

I 8.6 Need for increased effort in career education is shown by relatively low rates of employment in service and skilled.

RECOMMENDATIONS:

R 8.1 District establish programs, based on study of local labor market needs, to improve job training opportunities in service, semi-skilled and skilled categories and reduce rate in unskilled category.

R 8.2 See R 7.2

9. AVERAGE WEEKLY SALARY, FULL TIME EMPLOYED

TABLE 9-A

AVERAGE[a] WEEKLY SALARY FOR THOSE EMPLOYED FULL TIME, BY GRADS AND DROPS, ETHNICITY, SEX

GROUP		N	NUMBER REPORTING									
			Less than $10	$10-25	$25-50	$50-75	$75-100	$100-150	$150-200	$200-250	$250+	Average Weekly
GRADS	MA	90	0	0	0	2	23	42	15	4	4	133
	Black	7	0	0	0	1	1	1	2	1	1	161
	Other	224	0	1	4	14	48	102	40	9	6	128
	Total	321	0	1	4	17	72	145	57	14	11	130
DROPS	MA	22	0	0	0	3	7	6	3	3	0	125
	Black	0	0	0	0	0	0	0	0	0	0	ND
	Other	34	0	0	2	3	6	10	8	4	1	136
	Total	56	0	0	2	6	13	16	11	7	1	131
TOTAL	MA	112	0	0	0	5	30	48	18	7	4	132
	Black	7	0	0	0	1	1	1	2	1	1	161
	Other	258	0	1	6	17	54	112	48	13	7	129
	Total	377	0	1	6	23	85	161	68	21	12	130
TOTAL	MA	112	0	0	0	5	30	48	18	7	4	132
	Black	7	0	0	0	1	1	1	2	1	1	161
	Other	258	0	1	6	17	54	112	48	13	7	129
	Total	377	0	1	6	23	85	161	68	21	12	130
MALES	GRADS	146	0	0	2	4	14	59	49	12	6	150
	DROPS	38	0	0	2	0	9	10	10	6	1	144
	TOTAL	184	0	0	4	4	23	69	59	18	7	149
FEMALES	GRADS	175	0	1	2	13	58	86	8	2	5	114
	DROPS	18	0	0	0	6	4	6	1	1	0	104
	TOTAL	193	0	1	2	19	62	92	9	3	5	113

[a]Averages derived by using mid-point of each range; $275 used for $250+ column.

TABLE 9-B

COMPARISONS OF AVERAGE WEEKLY SALARY, FULL TIME EMPLOYED
BY GRADS AND DROPS, ETHNICITY
1956-1971

GROUP	AVERAGE SALARY 1956	1961	1966	1971	PER CENT GAIN 1956-61	1961-66	1966-71	1956-71
GRADS: MA	$ 61	$ 83	$ 98	$133	36	18	36	118
B	No		Data	161		No	Data	
Other	67	79	92	128	17	17	39	91
Total	66	80	94	130	21	17	38	97
DROPS: MA	62	87	111	125	40	29	13	102
B	No		Data			No	Data	
Other	72	68	104	136	(-6)	53	31	89
Total	69	77	107	131	12	38	22	96
ALL MA	62	84	100	132	37	19	32	113
ALL BLACK	No		Data	161		No	Data	
ALL OTHER	68	77	93	129	13	21	39	90
TOTAL	$67	$ 79	$ 95	$130	18	20	37	94

Data:

D 9.1 MA grads earn more than Other grads, as in 1961 and 1966; they earn more than MA drops, a reversal from 1966.

D 9.2 Black grads report highest average salary, but caution is advised in interpreting data because of small N (7).

D 9.3 Percentage gain for grads from 1966-71 (38%) is more than double that for 1961-1966 (17%); gain for drops is down to 22% from 38% for previous five-year period.

D 9.4 Salaries for grads and drops are approximately equal, while in 1966 grads earned less than drops.

D 9.5 Gain in MA salaries (32%) from 1966-1971 is less than for Others (39%).

D 9.6 Salaries for male grads ($150) and drops ($144) are significantly higher than for female grads ($114) and drops ($104).

D 9.7 Highest gain from 1956-1971 is for MA grads (118% compared with 97% for all grads); lowest is for Other drops (89%).

Inferences:

Note: Although questions may be raised concerning validity of responses from some groups, either because of small N's or unrepresentative responses, the same factors were present in previous studies; hence, trends over the 15-year period are viewed as valid. Since data are based on responses from those employed full time, graduates with highest earning potential--those enrolled in college--are not included in salary data.

I 9.1 Gain in salaries for total group from 1956-1971 (94%) is almost double the rise in cost of living (49%), yielding a substantial increase in purchasing power. (Note: Cost of living increase is based on U.S. Department of Labor Consumer Price Indices as published in

Monthly Labor Review, July 1972. Using 1956 as base year, indices were compounded to 1971.

I 9.2 Favorable salary position of grads over drops is evidenced by greater percentage gains from 1956-1971 of grads (97%) over drops (90%). Difference is even more marked from 1966-1971, with grads gaining 38% and drops 22%.

I 9.3 Higher gains for MAs (113%) over Others (90%) from 1956-1971 may be attributed to increased MA graduation rate (Table D), and/or to increased efforts by employers to hire minorities.

I 9.4 Significantly higher salaries of males ($149) over females ($113) merits further study to determine if the difference is caused by discriminatory salary policies of employers, higher rates of male employment in better paying jobs, or other factors.

I 9.5 The apparently equal salary status of drops and grads may be deceptive because of (1) higher drop unemployment rate, indicating a possible employer selectivity factor, (2) drops' one to three year lead over grads in finding jobs, with corresponding opportunity for salary increases, and (3) exclusion of grads with highest earning potential (those in school rather than in labor market) from these computations.

RECOMMENDATION:

R 9.1 Salary data will be publicized through career centers and other media as an incentive to encourage students to remain in school until graduation.

10. RELATIONSHIP OF PRESENT ACTIVITY TO PLANS WHILE IN HIGH SCHOOL

TABLE 10

RELATIONSHIP OF PRESENT ACTIVITY TO PLANS WHILE IN HIGH SCHOOL BY GRADS AND DROPS, ETHNICITY, WITH 1966 COMPARISONS

GROUP		N	Nothing in mind while in high school %	Gain (+) or loss (-) change since 1966[a] Gain	Little relationship %	Gain (+) or loss (-) change since 1966 Gain	Some relationship %	Gain (+) or loss (-) change since 1966 Gain	Close relationship %	Gain (+) or loss (-) change since 1966 Gain	No response %	Gain (+) or loss (-) change since 1966 Gain
GRADS--MA:	College[b]	93	15	+ 8	11	+ 1	39	+ 2	31	-13	4	+ 2
	Work[c]	108	26	- 1	24	- 7	30	+ 6	20	+ 5	0	- 3
	Other	71	28	+13	44	+ 5	14	- 8	10	0	4	-11
	Total	272	23	+ 5	25	- 3	29	+ 2	21	0	3	- 3
GRADS--BL.:	College	21	5		10		24		57		5	
	Work	11	45	No	27	No	18	No	9	No	0	No
	Other	10	10	Data	50	Data	10	Data	10	Data	20	Data
	Total	42	17		24		19		33		7	
GRADS--OTH.:	College	245	20	+ 8	11	+ 3	25	+ 1	40	-13	4	+ 1
	Work	287	30	- 3	30	- 1	22	- 3	18	+ 2	0	- 1
	Other	156	18	- 2	35	+ 6	21	+ 4	20	- 2	6	- 7
	Total	688	24	+ 5	24	+ 3	23	+ 1	26	- 6	3	- 2
GRADS--TOT.:	College	359	18	+ 7	11	+ 2	29	+ 3	39	-12	4	+ 1
	Work	406	29	+ 2	28	- 3	24	- 1	18	+ 2	0	- 1
	Other	237	21	+ 2	38	+ 7	19	+ 1	16	- 3	6	- 7
	Total	1002	23	+ 5	24	+ 1	24	+ 1	25	- 5	3	- 2
DROPS--MA:	Work	32	34	+ 3	38	+ 7	6	-25	19	+19	3	- 5
	Military[d]	3	0	0	33	-17	0	0	67	+67	0	-50
	Other	44	25	- 4	32	- 6	9	- 1	16	+ 6	18	+ 4
	Total	79	28	0	34	- 2	8	- 9	19	+13	11	- 3
DROPS--BL.:	Work	0	0		0		0		0		0	
	Military	0	0	No	0	No	0	No	0	No	0	No
	Other	3	0	Data	67	Data	33	Data	0	Data	0	Data
	Total	0	0		67		33		0		0	
DROPS--OTH.:	Work	40	38	- 6	28	- 4	8	+ 8	25	+ 1	3	+ 3
	Military	14	21	- 6	14	- 6	14	-19	36	+16	14	+14
	Other	65	37	+ 2	28	+ 5	14	+ 8	15	- 6	6	-10
	Total	119	35	- 1	26	+ 1	12	+ 3	21	- 1	6	- 2
DROPS--TOT.:	Work	72	36	- 3	32	0	7	- 4	22	+ 6	3	0
	Military	17	18	- 6	18	- 6	12	-17	41	+23	12	+ 6
	Other	112	31	- 2	30	+ 2	13	+ 6	15	- 2	11	- 3
	Total	201	32	- 2	30	+ 2	10	- 1	20	+ 3	8	- 2
TOTAL GR. AND DROPS		1203	25	+ 5	25	+ 2	22	0	24	- 4	4	- 3

[a] Gain (+) or loss (-) in percentage points. Example: +5 would be shown for a group reporting 10% in 1966 and 15% in 1971.

[b] Responded to Q. 4 with "in school full time," "in school part time," "school and working part time."

[c] Responded to Q. 4 with "working full time" or "working part time."

[d] Responded to Q. 4 with "military service."

Data:

D 10.1 Nothing in mind while in high school:

D 10.1.1 Highest rates are for working Black grads (45%), Other drops engaged in activities other than work or military (37%), working Other drops (38%), and working MA drops (34%).

D 10.1.2 Lowest rates are for Black grads in college (5%) and Black grads engaged in activities other than college or work (10%).

D 10.1.3 Rate for all grads increased from 18% to 25% since 1966; rate for MA grads engaged in activities other than college or work increased from 15% to 28%; rate for all drops decreased from 34% to 32%.

D 10.2 Close relationship:

D 10.2.1 Highest rates are for Black grads in college (57%), Other grads in college (40%), and drops in military (41%).

D 10.2.2 Lowest rates are for MA grads engaged in activities other than college or work (10%) and Black grads similarly engaged (9%).

D 10.2.3 Rate for MA's in college decreased from 44% to 31% since 1966; rate for Other grads in college decreased from 53% to 40%; rate for drops in military increased from 18% to 41%.

Inferences:

I 10.1 While grads are less likely than drops to report "nothing in mind while in high school" and more likely to report "close relationship," the differential has narrowed significantly since 1966. Possibly counseling and career education efforts aimed at non-college bound students are beginning to have a positive effect in assisting such students to plan realistically for their futures.

I 10.2 Black college bound grads are significantly less likely than MA and Other college bound grads to report "nothing in mind while in high school" and more likely to report "close relationship." Efforts in recent years to motivate Blacks to attend college are apparently succeeding.

I 10.3 For MAs and Others in college motivation to attend college is more likely than in 1966 to have come after high school graduation.

I 10.4 Drops in military service appear to have had the clearest expectations regarding post-high school plans.

I 10.5 Both grads and drops who enter the labor market after leaving school are less likely to have had post-high school plans than are those in college or military service. Need is apparent for increased counseling and career education efforts to motivate such students to establish goals.

RECOMMENDATIONS:

R 10.1 District develop clearly defined programs to encourage non-college bound students to formulate post-high school plans.

R 10.2 Existing Committee on Motivation in Education and Career Planning incorporate the data from this question and other relevant portions of the study in their project.

11. DEGREE OF JOB SATISFACTION, FULL TIME WORKERS

TABLE 11-A

FULL TIME WORKERS: SATISFACTION WITH THREE ASPECTS OF PRESENT JOB, BY GRADS AND DROPS, ETHNICITY WITH 1966 COMPARISONS

GROUP		TYPE OF WORK N[a]	TYPE OF WORK % Yes	TYPE OF WORK Change since 1966[b]	SALARY N[a]	SALARY % Yes	SALARY Change since 1966	CHANCES FOR PROMOTION N[a]	CHANCES FOR PROMOTION % Yes	CHANCES FOR PROMOTION Change since 1966	TOTAL RESPONSES % Yes	TOTAL RESPONSES Change since 1966
GRADS:	MA	90	83	+ 1	88	68	+ 1	88	74	+14	75	+ 5
	Bl	7	71	ND	7	57	ND	7	71	ND	67	ND
	Oth	223	71	- 2	220	63	+ 1	220	67	- 4	67	- 2
	Tot.	320	75	0	315	64	+ 1	315	69	+ 1	69	0
DROPS:	MA	21	76	- 4	20	60	+10	21	71	+ 8	69	+ 5
	Bl	0	0	ND	0	0	ND	0	0	ND	0	ND
	Oth	34	79	+ 8	34	77	+18	34	77	-11	78	+ 5
	Tot.	55	78	+ 4	54	70	+14	55	75	- 5	74	+ 5
TOTAL:	MA	111	82	- 0	108	67	+ 2	109	73	+13	74	+ 5
	Bl	7	71	ND	7	57	ND	7	71	ND	67	ND
	Oth	257	72	- 1	254	65	+ 3	254	69	- 4	69	0
	Tot.	375	75	0	369	65	+ 3	370	70	+ 1	70	+ 1

[a] N is number responding to this question.

[b] Percentage points in gain (+) or loss (-) since 1966. Example: +5 would be shown for a group reporting 10% in 1966 and 15% in 1971.

TABLE 11-B

COMPARISONS OF "TOTAL RESPONSES," JOB SATISFACTION OF FULL TIME WORKERS, BY GRADS AND DROPS, ETHNICITY, 1956-1971

Year	PERCENT RESPONDING YES GRADS MA	GRADS Black	GRADS Other	DROPS MA	DROPS Black	DROPS Other	TOTAL MA	TOTAL Black	TOTAL Other	TOTAL Grad	TOTAL Drop	Total
1956	63	ND	79	88	ND	71	73	ND	78	77	76	76
1961	72	ND	71	79	ND	62	74	ND	69	71	69	71
1966	70	ND	69	64	ND	73	69	ND	69	69	66	69
1971	75	67	67	69	ND	78	74	67	69	69	74	70

Data:

Note: Caution is advised in interpreting data for Black grads because of small N (7). No Black drops responded to this question.

D 11.1 Type of work:

D 11.1.1 Among grads more satisfaction is shown by MAs (83%) than by Blacks (71%) or Others (71%); total (75%) is unchanged since 1966.

D 11.1.2 Among drops less satisfaction is shown by MAs (76%) than by Others (79%), a reversal from 1966; MA drops are slightly less satisfied than in 1966, Others

are more satisfied.

D 11.2 Salary:

D 11.2.1 Among grads, more satisfaction is shown by MAs (68%) than by Blacks (57%) or Others (63%); total (64%) is virtually the same as in 1966 (63%).

D 11.2.2 Among drops, less satisfaction is shown by MAs (60%) than by Others (77%); response is up 10 percentage points for MAs and 18 points for Others since 1966.

D 11.3 Chances for Promotion:

D 11.3.1 Among grads more satisfaction is shown by MAs (74%) than by Blacks (71%) or Others (67%), a reversal from 1966. Response is up 14 points for MAs and down 4 points for Others since 1966.

D 11.3.2 Among drops less satisfaction is shown by MAs (71%) than by Others (77%); differential has narrowed since 1966, with MAs up 8 percentage points and Others down 11 points; total is down 5 points.

D 11.4 Total Responses:

D 11.4.1 Among grads more satisfaction is shown by MAs (75%) than by Blacks (67%) or Others (67%); response is up 5 points for MAs and down 2 points for Others since 1966.

D 11.4.2 Among drops less satisfaction is shown by MAs (69%) than by Others (78%); both groups are up 5 points since 1966.

D 11.4.3 Changes from 1956-71 are positive for MA grads and Other drops; negative for Other grads and MA drops.

Inferences:

I 11.1 Gain by MAs in job satisfaction, particularly in chances for promotion, may be attributed to more favorable action by employers and/or to greater employability of MAs due to higher graduation rates.

I 11.2 Gains by drops are greater than for grads, possibly because of community programs (e.g., Operation SER) aimed at improving employability of drops.

I 11.3 A strong correlation between job satisfaction and salary level is suggested. Groups reporting higher salaries (e.g., Other drops at $133/week) report greater satisfaction than do groups reporting lower salaries (e.g., MA drops at $125/week).

I 11.4 Although Black grads reporting are few in number, those reporting job satisfaction are apparently equally as satisfied as are Other grads.

RECOMMENDATION:

No recommendation.

12. POST HIGH SCHOOL TRAINING OTHER THAN JC OR COLLEGE

TABLE 12
POST HIGH SCHOOL TRAINING OTHER THAN JC OR COLLEGE
BY GRADS AND DROPS, ETHNICITY, WITH GAIN OR LOSS FROM 1966

GROUP	Total N	Responding N	PERCENT OF TOTAL N													
			Beauty College[a]	Change since 1966[b]	Barber College[a]	Change since 1966	Business College	Change since 1966	Apprentice Training	Change since 1966	Military-Technical Training	Change since 1966	Other Special Training	Change since 1966	Total[c]	Change since 1966
Grads: MA	272	117	5	-2	0	0	6	+1	10	+4	2	-5	20	+9	43	+6
Black	42	12	2	ND	0	ND	2	ND	2	ND	0	ND	21	ND	29	ND
Other	688	298	4	-1	0	-1	5	-1	7	+3	8	-2	20	+7	43	+7
Total	1,002	427	4	-1	0	-1	5	+1	8	+3	6	-3	20	+8	43	+7
Drops: MA	74	32	6	+3	0	0	0	0	11	+8	8	0	15	-2	41	+10
Black	3	1	0	ND	0	ND	0	ND	33	ND	0	ND	0	ND	33	ND
Other	119	62	3	+2	2	+2	1	0	10	+3	15	0	21	+7	52	+14
Total	201	95	5	+3	1	+1	1	0	11	+5	12	-1	18	+3	47	+11
Total: MA	251	149	5	-1	0	-1	5	+1	10	+5	4	-3	19	+7	43	+7
Black	45	13	2	ND	0	ND	2	ND	4	ND	0	ND	20	ND	29	ND
Other	807	360	4	0	d	0	4	+1	8	+5	9	-1	20	+7	45	+9
Total	1,203	522	4	-1	d	0	4	0	8	+5	7	-3	20	+7	43	+7

[a] It is assumed that most respondents attending beauty or business college are females, hence an estimate of the percentage of females in these categories is double that reported for all respondents. The same is true for males in barber college and military-technical training. Example: 4% of all respondents, or an estimated 8% of females, report beauty college training; loss since 1966 is 2 percentage points.

[b] Change since 1966: Gain (+) or loss (-) from per cent reported in 1966. Thus +2 would be reported for a figure of 5% in 1971 if the comparable figure for 1966 were 3%.

[c] Total column does not add across in every case because of rounding to nearest whole per cent.

[d] Less than 1%.

Data:

D 12.1 43% of grads report some form of additional training other than JC or college, up from 36% in 1966. This data should be considered in conjunction with that from Table 4 showing 50% of grads enrolled in JC or college, up from 36% in 1966. This should not be interpreted to mean that 93% of all grads are enrolled in some form of post high school education as some may have enrolled in both college and non-college programs.

D 12.2 47% of drops report some form of additional training other than JC or college, up from 36% in 1966.

D 12.3 Highest rate (52%) for additional training and greatest increase over 1966 (14 percentage points) is for Other drops.

D 12.4 Greatest decrease since 1966 are in apprentice training (up from 3% to 8%), particularly for MA drops (up from 4% to 11%); and other special training (up from 13% to 20%), particularly for MA grads (up from 11% to 20%).

D 12.5 Greatest increases since 1966 is in military-technical training (down from 10% to 7%), particularly for MA grads (down from 7% to 2%). Since most respondents are males, per cents should be doubled to estimate rates for males only, hence rate for all males is down from 20% to 14% and rate for MA males is down from 14% to 4%.

D 12.6 Percentage attending beauty, barber and business colleges has remained stable since 1966, except drops attending beauty college (up from 2% to 5%). Since most respondents attending beauty college are females, per cents should be doubled to estimate rate for females only, hence rate for female drops attending beauty college is up from 4% to 10%.

Inferences:

I 12.1 Rates of participation in both college and non-college forms of post high school education are up sharply since 1966. This may reflect several influences, including improved career and college counseling; more realistic self-appraisals; and increase in community job training programs.

I 12.2 Higher rates of increase since 1966 in post high school training for drops (up from 36% to 47%) over grads (up from 36% to 43%) may reflect improved counseling for this group and/or increase in community training programs.

I 12.3 Decrease since 1966 in military-technical training, particularly for MA grads, may reflect decline in military manpower needs, disaffection with Vietnam war, and increased job and training opportunities for minorities in non-military pursuits.

RECOMMENDATIONS:

R 12.1 Develop programs to identify potential drops and inform them of training opportunities in public and private agencies.

R 12.2 Appropriate coordinators study feasibility of establishing a course in cosmetology or means of expanding enrollment in this field at the Regional Vocational Center.

R 12.3 Appropriate coordinators and counselors develop plan for informing students of educational requirements for apprentice training and of opportunities provided by Regional Vocational Center.

TABLE 13-A
GRAD COLLEGE ENTRANCE, DROP AND CONTINUING ATTENDANCE
BY COLLEGE ATTENDED, ETHNICITY, SEX

GROUP		All Colleges and Universities N	%	Dropped, as percent of those starting	PERCENT SJCC S[a] D A	CSUSJ S D A	UC S D A	Stanford S D A	Santa Clara S D A	Other S D A
MA: (N = 272)	Started	191	70	35	41	14	1	b	4	9
	Dropped	66	24		18	2	0	b	b	4
	Attending	125	46		23	12	1	0	4	5
BLACK: (N = 42)	Started	36	86	31	31	31	0	0	5	19
	Dropped	11	26		17	5	0	0	2	2
	Attending	25	60		14	26	0	0	2	17
OTHER: (N = 688)	Started	499	73	30	39	14	2	0	1	17
	Dropped	151	22		14	3	b	0	b	5
	Attending	348	51		24	11	2	0	1	13
TOTAL: (N = 1,002)	Started	726	73	31	39	15	2	b	2	15
	Dropped	228	23		15	3	b	b	b	4
	Attending	498	50		24	12	1	0	2	11
MALE: (N = 494)	Started	389	79	29	42	19	2	b	3	13
	Dropped	114	23		16	3	b	b	b	3
	Attending	275	56		26	16	2	0	2	9
FEMALE: (N = 508)	Started	337	66	34	36	11	1	0	2	17
	Dropped	114	22		14	3	b	0	b	5
	Attending	223	44		22	8	1	0	2	12

SJCC = San Jose City College; CSUSJ = California State University; UC = University of California.

[a] SDA = Started, Dropped, Attending. Figures are reported when students were 1 to 3 years out of high school. Read: "Of 272 MA grads, 191 (70%) started college, 66 (24%) dropped within 1 to 3 years, leaving 125 (46%) still attending, a drop rate of 35%. Of the 272 MA grads, 41% started SJCC, 18% started SJCC but dropped within 1 to 3 years, leaving 23% of all MA grads still attending SJCC."

[b] Less than 1%.

TABLE 13-B
COMPARISONS OF GRAD COLLEGE ENTRANCE, DROP AND CONTINUING ATTENDANCE RATES, BY ETHNICITY
1956-1971

GROUP	PERCENT OF GRADUATES											
	1956			1961			1966			1971		
	S[a]	D	A	S	D	A	S	D	A	S	D	A
MA: Started	34			35			54			70		
Dropped		12			14			23			24	
Attending			22			21			31			46
BLACK: Started	No Data			No Data			No Data			86		
Dropped											26	
Attending												60
OTHER: Started	50			66			62			73		
Dropped		14			20			21			22	
Attending			36			46			41			51
TOTAL: Started	47			61			61			73		
Dropped		14			19			22			23	
Attending			34			42			39			50

[a]SDA = Started, Dropped, Attending. Read: "34% of all MA grads in the 1956 study started college, 12% of all MA grads started but dropped, and 1 to 3 years after high school graduation, 22% of all MA grads remained in college. In the 1961 study, 35% of all MA grads started college..."

TABLE 13-C
COMPARISONS OF DROP AND CONTINUING ATTENDANCE RATES
FOR GRADS STARTING COLLEGE, BY ETHNICITY
1956-1971

	Percent of grads starting college				Grads dropping or still attending as percent of those starting college, 1-3 years after high school graduation							
	1956 S	1961 S	1966 S	1971 S	1956 D	1956 A	1961 D	1961 A	1966 D	1966 A	1971 D	1971 A
MA: Started	34	35	54	70								
Dropped					35		40		43		35	
Attending						65		60		57		65
BLACK: Started				86								
Dropped	No Data				No Data						31	
Attending												69
OTHER: Started	50	60	62	73								
Dropped					28		30		34		30	
Attending						72		70		66		70
TOTAL: Started	47	61	61	73								
Dropped					30		31		36		31	
Attending						70		69		64		69

TABLE 13-D
DISTRIBUTION OF COLLEGE ENTRANTS, BY PERCENTAGE,
BY HIGH SCHOOL CURRICULUM,[a] 1956-1971

	University Prep	Business Education	Vocational	General	Special Education
1956	70	10	13	8	0
1961	50	9	19	21	0
1966	38	26	18	17	0
1971	43	18	14	25	0.4

[a]Read: In 1971 study, 43% of all college entrants were from university prep curriculum, 18% were from business education, etc.

TABLE 13-E
COLLEGE DROP RATES, BY PERCENTAGE,
BY HIGH SCHOOL CURRICULUM,[a] 1956-1971

	University Prep	Business Education	Vocational	General	Special Education	Total
1956	22	36	67	36	--	30
1961	16	30	42	57	100	31
1966	26	30	49	47	100	36
1971	20	31	41	41	67[b]	31

[a]Read: In 1971 study, 20% of the grads who entered college from the university prep curriculum dropped within 1 to 3 years; 31% of college entrants from the business education curriculum dropped, etc.

[b]In 1971 3 graduates from the special education program reported entering college, of whom 2 dropped; in both 1961 and 1966 one graduate from the special education program entered and dropped.

Data:

D 13.1 73% of all grads started college, compared with 61% in 1966; MAs: 70% - 54%; Blacks: 86% (no data for 1966); Others: 73% - 62%.

D 13.2 Of all grads who started college, 31% dropped within 1 to 3 years (1966-36%); MAs: 35% (43%); Blacks: 31% (no data for 1966); Others: 30% (34%).

D 13.3 Of all grads who started college, 54% started at SJCC and 20% at CSUSJ (MAs: 59% - 20%; Blacks: 36% - 36%; Others: 53% - 19%).

D 13.4 Drop rate at SJCC is twice that at CSUSJ. Of all grads who started at SJCC, 39% dropped within 1 to 3 years; at CSUSJ, 19%. MAs: SJCC - 43%, CSUSJ - 15%; Blacks: SJCC - 54%, CSUSJ - 15%; Others: SJCC - 34%, CSUSJ - 21%. (Note: data are not shown in the tables.)

D 13.5 Of all grads starting college, 6% (N=40) entered UC, Stanford and Santa Clara combined (16, 1, 23 respectively).

D 13.6 Rate of males starting college (79%) is higher than that of females (66%); drop rate is nearly the same (23%, 22%).

D 13.7 43% of all grads starting college are from university prep curriculum (1966 - 38%); business education: 18% (26%); vocational: 14% (18%); general: 25% (17%).

D 13.8 College drop rate for grads from university prep curriculum (20%) is 2/3 that of business education curriculum (31%), and 1/2 that of vocational and general (41%).

Inferences:

I 13.1 With college entrance rate up over 1966 and drop rate down, motivation both to enter and to remain has increased. Possible factors are improved counseling, increase in work-study and other financial aid programs, desire for draft deferment, depressed labor market.

I 13.2 Sharp increase in MA college entrance rate and high Black college entrance rate may be due to increased emphasis on higher education for minorities and improved financial aid programs.

I 13.3 Continued high drop rate at SJCC may be due to low entrance requirement (high school graduation only), insufficient knowledge of requirements for academic success, or inadequate motivation.

I 13.4 Black grads select CSUSJ as first choice (largest single choice of all other groups is SJCC). Despite selection of a more demanding institution, their drop rate is no greater than that of all grads.

RECOMMENDATIONS:

R 13.1 District initiate a cooperative study with SJCC personnel to determine reasons for high SJCC drop rate and institute a program to reduce it.

R 13.2 District develop a pre-college orientation program, utilizing college staff and students, to orient students to factors leading to success in college.

R 13.3 District develop a program to attract more qualified students to enter UC, Stanford and Santa Clara University.

R 13.4 The apparent success of Black grads in entering and remaining in college should be well publicized to staff, students and parents.

R 13.5 College entrance and drop figures should be reviewed with all affected departments, especially academic, business education and vocational instructors.

14. REASONS FOR DROPPING COLLEGE

TABLE 14
REASONS FOR DROPPING JC OR COLLEGE,
BY ETHNICITY[a]

Group	N Responding	PERCENT								
		Poor Study Habits	Low Grades	No Def. Goal	Marriage	Took Job	Financial	Health	Needed at Home	Other
MA	70	9	1	20	12	21	15	0	0	20
Black	9	22	0	22	0	22	0	11	11	11
Other	151	12	0	21	11	12	6	6	0	31
Total	230[a]	12	1	21	11	13	9	5	1	25

[a]The number of respondents here and in Table 13-A differs by two; Table 13-A includes grads only, while some drops responded to question 14.

Data:

D 14.1 Most frequently cited reason for leaving college was "other" (25%), followed by "no definite goal" (21%) and "took job" (13%).

D 14.2 Among MAs most frequently cited reason was "took job" (21%), followed by "no definite goal" (20%) and "other" (20%).

D 14.3 Among Blacks (N=9), most frequently cited reasons were "poor study habits" (22%), "no definite goal" (22%) and "took job" (22%).

D 14.4 Among Others most frequently cited reason was "other" (31%), followed by "no definite goal" (21%).

Inferences:

I 14.1 Frequency with which "no definite goal" is cited implies need for more adequate counseling on realities of college life and on alternatives to college.

I 14.2 Special efforts are needed to inform MAs (and all low income students) of financial aid programs.

RECOMMENDATIONS:

R 14.1 District develop programs to assist students in firming up post-high school plans and to provide more realistic information on the demands of college life.

R 14.2 District develop plan for providing up-to-date information on financial aid for low income students desiring to attend college.

15. PARTICIPATION IN AND VALUE OF HIGH SCHOOL ACTIVITIES AND SERVICES

TABLE 15-A
PARTICIPATION IN AND VALUE OF HIGH SCHOOL ACTIVITIES AND SERVICES,
BY GRADS AND DROPS, ETHNICITY, SEX
(Ratings: 1.00 = little or no help; 2.00 = helped some; 3.00 = helped much)

GROUP	N	Clubs		Athletics		Band or Choir		School paper or year-book		Cheerleading or song girl		Social activities		Stu. body or class officer		Library		Speech or Drama		Work experience		Counseling	
		% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating
Grads	1,002	54	1.53	58	2.00	29	1.70	26	1.70	17	1.49	60	1.99	42	1.86	44	2.04	29	1.94	34	2.14	60	1.81
Drops	201	23	1.51	44	1.99	19	1.37	20	1.38	14	1.39	30	1.73	25	1.50	33	1.90	23	1.76	29	2.09	42	1.81
MA	351	46	1.90	52	1.97	22	1.54	22	1.53	17	1.46	53	1.92	39	1.81	42	1.99	26	1.82	36	2.13	54	1.92
Black	45	71	1.50	64	1.97	51	1.70	24	1.36	20	1.78	56	2.08	49	1.86	49	2.00	40	2.17	47	2.33	62	1.89
Other	807	48	1.68	56	2.01	28	1.70	25	1.74	16	1.47	56	1.98	39	1.82	42	2.03	28	1.93	32	2.11	58	1.76
Male	611	43	1.65	65	2.17	23	1.65	25	1.66	11	1.25	51	1.95	36	1.72	42	2.00	27	1.87	33	2.03	58	1.73
Female	592	54	1.70	45	1.74	31	1.67	25	1.66	23	1.59	59	1.99	43	1.90	44	2.04	29	1.96	34	2.22	56	1.89
Total 1971	1,203	49	1.68	55	2.00	27	1.66	25	1.66	17	1.48	55	1.97	39	1.82	43	2.02	28	1.92	33	2.13	57	1.81
Total 1966	874	58	1.74	65	2.05	No Data								46	1.85	71	2.03	No Data				81	1.93
Total 1961	467	59	1.91	62	2.17	No Data								43	1.98	54	2.09	No Data				82	1.99
Total 1956	345	67	2.04	64	2.17	No Data								45	2.15	57	2.11	No Data				77	2.19

TABLE 15-B
RANKING OF SCHOOL ACTIVITIES AND SERVICES,
BY GRADS AND DROPS, ETHNICITY, SEX
(Ranked by percent reporting participation and by average ratings)

GROUP	Clubs		Athletics		Band or Choir		School paper or year-book		Cheerleading or song girl		Social activities		Stu. Body or class officer		Library		Speech or Drama		Work experience		Counseling	
	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating	% Reporting participation	Ave. rating
Grads	4	10	3	3	8	8	10	8	11	11	1	4	6	6	5	2	8	5	7	1	1	7
Drops	7	7	1	2	10	11	9	10	11	9	4	6	6	8	3	3	7	5	5	1	2	4
MA	4	6	3	3	9	9	9	10	11	11	2	4	6	8	5	2	8	7	7	1	1	4
Black	1	10	2	5	5	9	10	11	11	8	4	3	6	7	6	4	9	2	8	1	3	6
Other	4	10	2	3	8	9	10	8	11	11	2	4	6	6	5	2	8	5	7	1	1	7
Male	4	9	1	1	10	9	9	8	11	11	3	4	6	7	5	3	8	5	7	2	2	6
Female	3	8	4	7	8	9	10	10	11	11	1	3	6	5	5	2	9	4	7	1	2	6
Total 1971	4	8	2	3	9	9	10	9	11	11	2	4	6	6	5	2	8	5	7	1	1	7
Total 1966[b]	4	5	3	1	No Data								5	4	2	2	No Data				1	3
Total 1961	3	5	2	1									5	4	4	2					1	3
Total 1956	2	5	3	2									5	3	4	4					1	1

[a] Read: Among grads, clubs ranked 4th in percentage reporting participation and 10th in average rating; athletics ranked 3rd in percentage reporting participation and 3rd in average rating.

[b] Ranks for 1966, 1961 and 1956 (5 activities) may be compared, but should not be compared with 1971 (11 activities).

Data:

D 15.1 Grads reported more participation in all activities and services than did drops and gave a higher rating to most.

D.15.2 Blacks reported more participation in all activities and services, except school paper or yearbook and social activities, than did MAs and others. They gave higher ratings to cheerleading or song girl, social activities, student body or class officer, speech and drama and work experience.

D 15.3 Females reported more participation than males in all activities and services except athletics (45%, 65%), school paper and yearbook (25%, 25%), and counseling (56%, 58%). Their ratings were also higher, except in athletics (1.74, 2.17), and school paper or yearbook (both 1.66).

D 15.4 Significant decreases in participation are reported for the five activities and services included in previous studies. Greatest decreases were in library (1966--71%; 1971--43%) and counseling (81%, 57%). Slight decreases in ratings were also reported.

D 15.5 Of the 11 activities and services, work experience ranked first in ratings (2.13) and 7th in participation (33%) for the total group.

D 15.6 Counseling ranked first in percentage reporting participation (57%) and 7th in ratings (1.81).

D 15.7 Among males athletics ranked first both in percentage reporting participation (65%) and in ratings (2.17).

D 15.8 Among females social activities ranked first in percentage reporting participation (59%) and third in ratings (1.99); work experience ranked first in ratings (2.22) and seventh in percentage reporting participation (34%).

D 15.9 Reported participation in counseling was significantly higher for grads (60%) than for drops (42%).

Inferences:

I 15.1 Decreased reported participation in activities and services may reflect (1) anti-establishment influences in the youth culture in recent years, (2) increased attraction of non-school based youth activities.

I 15.2 Decrease in library usage may be a result of (1) increase in departmental libraries in some schools, resulting in less utilization of central library for curriculum-related materials; (2) replacement of mass media for reading as a recreational pursuit.

I 15.3 Decrease in percentage reporting participation in counseling may reflect (1) increased use by students of non-counselor sources of help, e.g., home-school liaison consultants; (2) increased emphasis on group guidance at the expense of individual counseling; (3) increase in non-counseling responsibilities of counselors.

I 15.4 Higher percentage of Blacks entering higher education (see Table 13-A) may be related to their higher rate of participation in school activities and services.

RECOMMENDATIONS:

R 15.1 District analyze reasons for decreased participation in co-curricular activities, modify programs as appropriate, and recruit students, particularly the dropout-prone, into such activities.

R 15.2 District study causes for reduced library usage and, in cooperation with librarians and subject area coordinators, develop a plan to increase library usage.

R 15.3 District develop a plan for increasing the participation of students in work experience programs.

R 15.4 District, in cooperation with the psychologists and counselors, make a study of counseling services and recommend a plan for increasing student participation in counseling, particularly among the dropout-prone.

TABLE 16-A
RATINGS AND PERCENTAGES OF RESPONSES OF GRADUATES
ON WAYS IN WHICH SCHOOL HELPED

AREA	RANK 1956	RANK 1961	RANK 1966	RANK 1971	Average Rating[a] 1966	Average Rating[a] 1971	1971 % Responding	% of Grads Who Felt School Helped[b] Little or None	Some	Much
1. Getting along with people	1	1	1	1	2.49	2.34	94	15	36	49
2. Ability to read well	7	7	3	2	2.36	2.26	93	16	42	42
3. Using good English	5	2	2	3	2.43	2.25	92	15	45	40
4. Using everyday math skills	6	4	5	4	2.30	2.16	92	20	43	36
5. Preparing for further education	2	3	4	5	2.34	2.14	90	23	40	37
6. Understanding your abilities	3	6	6	5	2.29	2.14	92	20	45	34
7. Thinking through your problems	4	5	7	7	2.27	2.09	93	25	40	35
8. Taking care of your health	9	8	8	8	1.99	1.81	90	40	39	21
9. Getting a job	8	9	9	9	1.97	1.79	90	45	31	24
10. Using your spare time	12	11	11	10	1.83	1.70	89	47	37	17
11. Understanding principles of borrowing money	11	10	10	11	1.82	1.69	90	50	31	19
12. Conducting your own business	14	13	12	12	1.[illegible]	.52	87	60	27	13
13. Taking part in community and civic affairs	12	14	13	13	1.72	[illegible].41	86	60	29	11
14. Marriage and family life	13	12	14	14	1.66	1.49	83	65	24	11

[a] 1.00 = little or no help to 3.00 = much help.

[b] Percent of those responding to each item; totals do not add to 100% in all cases due to rounding.

TABLE 16-8
AVERAGE RATINGS AND RANKINGS ON WAYS IN WHICH SCHOOL HELPED, BY GRADS AND DROPS, SEX

AREA	Average Rating				Rank				Average Rating 1971		Rank 1971	
	Grad		Drop		Grad		Drop					
	1966	1971	1966	1971	1966	1971	1966	1971	Male	Female	Male	Female
1. Getting along with people	2.49	2.34	1.92	2.20	1	1	7	1	2.26	2.41	1	1
2. Ability to read well	2.36	2.26	2.37	2.20	3	2	1	1	2.15	2.37	4	3
3. Using good English	2.43	2.25	2.29	2.12	2	3	2	3	2.12	2.38	6	2
4. Using everyday math skills	2.30	2.16	2.23	1.92	5	4	3	6	2.20	2.12	2	5
5. Preparing for further education	2.34	2.14	1.57	1.60	4	5	10	9	2.17	2.12	3	5
6. Understanding your abilities	2.29	2.14	2.18	1.96	6	5	4	4	2.13	2.15	5	4
7. Thinking through your problems	2.27	2.09	2.14	1.95	7	7	5	5	2.09	2.10	7	7
8. Taking care of your health	1.99	1.81	2.07	1.90	8	8	6	7	1.77	1.86	8	9
9. Getting a job	1.97	1.79	1.51	1.60	9	9	12	9	1.69	1.88	9	8
10. Using your spare time	1.83	1.70	1.72	1.53	11	10	9	11	1.64	1.75	10	10
11. Understanding principles of borrowing money	1.90	1.69	1.90	1.67	10	11	8	8	1.64	1.74	10	11
12. Conducting your own business	1.77	1.52	1.47	1.48	12	12	14	12	1.53	1.52	12	14
13. Taking part in community and civic affairs	1.72	1.51	1.49	1.38	13	13	13	14	1.46	1.55	13	13
14. Marriage and family life	1.66	1.45	1.53	1.41	14	14	11	13	1.33	1.57	14	12

TABLE 16-C
AVERAGE RATINGS OF MARRIED AND DIVORCED RESPONDENTS ON HOW SCHOOL HELPED IN AREA OF MARRIAGE AND FAMILY LIFE, BY GRADS AND DROPS, ETHNICITY

GROUP		Married		Divorced		Married and Divorced		
		N[a]	Rating[b]	N	Rating	N	1971 Rating	1966 Rating
Grad	MA	49	1.88	9	1.89	58	1.88	1.98
	Black	6	1.83	0	-	6	1.83	No Data
	Other	117	1.76	9	1.67	126	1.75	1.95
	Total	172	1.80	18	1.78	190	1.79	1.95
Drop	MA	21	1.52	5	1.60	26	1.54	1.80
	Black	0	-	0	-	0	-	No Data
	Other	32	1.59	3	2.00	35	1.63	1.57
	Total	53	1.57	8	1.75	61	1.59	1.62
Total	MA	70	1.77	14	1.79	84	1.77	1.93
	Black	6	1.83	0	-	6	1.83	No Data
	Other	149	1.72	12	1.75	161	1.73	1.87
	Total	225	1.74	26	1.77	251	1.75	1.88

[a] N = Number responding to this item. Table 2-A reports total numbers married and divorced.

[b] Rating: 1.00 = Little or no help to 3.00 = much help.

Data:

D 16.1 As in previous studies, "getting along with others" received the highest average rating by grads. It is also first among drops, a change from 1966 when it ranked seventh. Basic skill areas (reading, English, math) continued to rank high among both groups.

D 16.2 Among grads all 14 areas received lower average ratings than in 1966. Ranks are virtually the same, with seven areas ranked the same and seven ranked one place higher or lower than in 1966.

D 16.3 Among drops 10 areas received lower average ratings than in 1966, the exceptions being "getting a job" (up .09), "getting along with people" (up .28), "preparing for further education" (up .03), and "conducting your own business" (up .01).

D 16.4 Grads rated 13 of the 14 areas higher than did drops, the exception being "taking care of your health." The greatest differential was in "preparing for further education" (2.14, 1.60).

D 16.5 Females rated 11 areas higher than did males, the exceptions being "preparing for further education," "using everyday math skills," and "conducting your own business." Greatest differentials, with females higher in all cases, were in "marriage and family life" (1.57, 1.33), "using good English" (2.38, 2.12), and "ability to read well" (2.37, 2.15).

D 16.6 Grads appear to be most satisfied with the help they received in personal relations, basic skills and preparing for future education, and least satisfied with help they received in preparing for future activities in marriage, civic affairs, personal business affairs and leisure time activities.

D 16.7 Drops appear to be most satisfied with the help they received in personal relations, reading, English and self-understanding, and least satisfied with the help they received in preparing for future activities in marriage, jobs, civic affairs and personal business affairs.

D 16.8 Married grads rated help received in "marriage and family life" significantly higher than did married drops (1.80, 1.57). Divorced drops rated this area higher than did married drops (1.75, 1.57). For all married and divorced respondents, rating was lower than in 1966 (1.75, 1.88).

Inferences:

I 16.1 Consistently high rank of "getting along with others" reaffirms the importance of the high school as a socializing institution.

I 16.2 Consistently high ranks of the "3R's" indicate that the school's performance on basic educational functions is viewed positively by both grads and drops.

I 16.3 Consistently low ranks of future-oriented activities (marriage, jobs, civic affairs, personal business affairs) suggest either that these are of low priority among high school students or that high school program gives insufficient emphasis to them.

I 16.4 Drop in ratings since 1966 suggests that respondents perceive schools as relatively less effective in meeting their needs than was the case five years earlier.

I 16.5 Generally higher ratings by females suggest that school's program is more responsive to needs of females, and/or that social maturity of females enables them to profit from school experiences.

RECOMMENDATIONS:

R 16.1 District consider ratings on "ways in which school helped" in establishing priorities for all district goals.

R 16.2 District establish task forces for all high priority goals to make specific recommendations for changes in organization, curriculum and budget needed to meet such goals.

17. CHURCH ATTENDANCE

TABLE 17
COMPARISONS OF FREQUENCY OF CHURCH ATTENDANCE, 1961-1971

GROUP	PERCENT REPORTING CHURCH ATTENDANCE				
	Weekly	Monthly	Other	Never	No Response
MA 1961	45	13	14	13	16
MA 1966	56	13	14	13	4
MA 1971	25	5	48	17	4
Blacks 1971	31	2	42	20	4
Other 1961	40	12	24	19	4
Other 1966	42	11	22	20	4
Other 1971	21	4	43	27	5
Total 1961	41	12	22	18	7
Total 1966	45	12	21	19	4
Total 1971	23	4	45	24	4

Data:

D 17.1 Regular (weekly or monthly) church attendance (27%) is less than half that of 1966 (57%).

D 17.2 Regular (weekly or monthly) church attendance is higher among Blacks (33%) than among MAs (30%) or Others (25%).

D 17.3 Nearly one respondent of four (24%) reports never attending church (1966--19%).

Inferences:

I 17.1 Decline in church attendance reflects changing cultural patterns.

I 17.2 School's role in teaching moral values should be reassessed in light of declining influence of the church (as measured by church attendance) in the lives of the young.

RECOMMENDATION:

R 17.1 District consider data on church attendance in reviewing goals related to moral and ethical values.

18. HOW SPARE TIME IS SPENT

TABLE 18
SPARE TIME ACTIVITY IN WHICH MOST TIME IS SPENT,
BY GRADS AND DROPS, SEX,
WITH 1961 AND 1966 COMPARISONS

GROUP	N	MAJOR ACTIVITY (PERCENT)													
		Participating in sports	Participating in parties or other social events	Participating in special interest clubs	Participating in art or music activities	Total Active	Attend movies	Spectator at sports events	Watch TV	Total Non-active	Attend concerts or art exhibits	Read	Total Cultural	Other	No Response
Grads	1,002	18	24	2	7	51	5	2	8	15	1	10	11	20	3
Drops	201	14	22	1	6	43	3	0	19	22	0	8	8	22	5
Male	611	24	21	2	8	55	3	2	9	14	1	8	9	19	5
Female	592	10	27	2	6	45	6	2	11	19	1	12	13	22	2
Total	1,203	17	24	2	7	50	5	2	10	17	1	10	11	20	3
Total 1966	874					71				17			2		10
Total 1961	467					46				30			7		17

Data:

Note: Previous studies permitted free responses which were categorized as active, non-active or cultural. 1971 study specified 10 categories, including "other", clustered in Table 18 to correspond as closely as possible to three categories of previous studies. Because of change in reporting format and large response to "other" (20%), comparisons with previous studies should be made with caution.

D 18.1 Active pursuits were indicated more frequently by grads (51%) than by drops (43%); non-active pursuits were indicated more frequently by drops (22%) than by grads (15%).

D 18.2 More than twice as many drops (19%) as grads (8%) indicate TV watching as their major spare time activity.

D 18.3 Cultural pursuits increased to 11% for grads and 8% for drops over 1966 (2% for both groups).

D 18.4 Active pursuits (50%) are less prevalent than in 1966 (71%), but still above level of 1961 (46%).

D 18.5 Active pursuits are indicated more frequently by males (55%) than by females (45%); non-active pursuits are indicated more frequently by females (19%) than by males (14%); cultural pursuits are indicated more frequently by females (13%) than by males (9%).

Inference:

I 18.1 Differential patterns of activities of grads vs. drops and males vs. females may have implications for aspects of curriculum related to preparation for leisure.

RECOMMENDATION:

R 18.1 District review curricula in P.E., Industrial Education, Art, Music and other humanities to prepare students for leisure, and make appropriate recommendations for changes.

19. TEACHING METHOD PREFERRED

TABLE 19
BEST TEACHING METHOD, BY GRADS AND DROPS, ETHNICITY

GROUP	N	PERCENT										
		Movies, slides, filmstrips	Tape recordings	Individual learning packets	Individual help from teachers	Field trips	Lectures	Discussions	Overhead projector	Labs	Other	No Response
Grads: MA	272	14	a	4	23	4	10	34	3	3	3	2
Black	42	7	2	0	31	5	7	33	2	7	2	2
Other	688	9	0	4	24	3	9	35	2	7	3	4
Total	1,002	10	a	4	24	4	9	35	2	6	3	3
Drops: MA	79	20	3	6	30	5	4	25	1	0	1	4
Black	3	0	0	67	0	0	33	0	0	0	0	0
Other	119	19	1	8	37	1	2	23	2	3	1	4
Total	201	19	2	8	34	3	3	23	2	2	1	4

[a]Less than 1%.

Data:

Note: Data for Black drops is not valid because of small N (3).

D 19.1 Among grads most preferred teaching methods are discussions (35%) and individual help from teachers (24%).

D 19.2 Among drops most preferred methods are individual help from teachers (34%), discussions (23%) and movies, slides and filmstrips (19%).

D 19.3 Movies, slides and filmstrips are twice as popular among drops (19%) as among grads (10%).

D 19.4 Lectures, rated low by both groups, are three times as popular among grads (9%) as among drops (3%).

Inferences:

I 19.1 Methods facilitating interaction and dialogue, e.g., individual help from teachers and discussions, are overwhelmingly preferred over methods more likely to be monological, e.g., lectures, movies.

I 19.2 Low responses to some items, e.g. tape recordings, individual learning packets, field trips, labs, may reflect lack of opportunity to experience such methods rather than negative evaluation of them.

I 19.3 Correlation between student preferences and amount of learning facilitated by preferred methods is unknown.

RECOMMENDATIONS:

R 19.1 District develop plans for increasing teacher use of dialogical methods, e.g. individual help and discussions; and decreasing teacher use of monological methods, e.g. lectures.

R 19.2 District conduct research on effect of various teaching methods on student learning.

20. JUDGMENT CONCERNING TEAM TEACHING

TABLE 20
REACTION TO TEAM TEACHING COMPARED TO REGULAR CLASS, BY GRADS AND DROPS, 1961-1971

GROUP	N	% Responding	Percentage of those responding who liked team teaching		
			Better	Same	Not as much
Grads: 1961	368	48	29	30	41
1966	750	95	39	26	35
1971	1,002	76	42	32	27
Drops: 1961	99	59	28	36	36
1966	124	83	38	27	35
1971	201	66	52	25	23
Total: 1961	467	50	29	32	40
1966	874	94	39	26	35
1971	1,203	74	43	31	26

Data:

D 20.1 Percent liking team teaching better than regular class continues to increase (1961--29; 1966--39; 1971--43).

D 20.2 Percent liking team teaching better is higher among drops (52) than among grads (42), a reversal of 1961 and 1966 findings.

Inference:

I 20.1 Increase in positive response to team teaching may reflect increase in teacher skill in using technique.

RECOMMENDATION:

R 20.1 District study feasibility of expanding use of team teaching.

21. COLLEGE MAJORS OF THOSE NOW IN COLLEGE

TABLE 21
COLLEGE MAJORS OF 519 GRADS, BY SEX

GROUP	N	PERCENT BY MAJORS[a]											
		1	2	3	4	5	6	7	8	9	10	11	12
Male	302	14	16	17	4	2	8	8	3	9	2	9	9
Female	217	26	23	1	4	3	9	8	1	2	1	14	9
Total	519	19	19	10	4	3	8	8	2	6	1	11	9

[a]Code for Majors:

1 - Business or economics
2 - Sciences (incl. physics, chemistry, biology, math, pre-dental, pre-med., pharmacy, nursing)
3 - Engineering (incl. electronics, drafting)
4 - Psychology
5 - English
6 - Social Sciences
7 - Fine arts or music
8 - Physical education
9 - Pre-law, law, law enforcement
10 - Agriculture, forestry
11 - Other
12 - Major not yet selected

Data:

D 21.1 Most common majors among males are Engineering and related fields (17%), Sciences (16%) and Business (14%).

D 21.2 Most common majors among females are Business (26%) and Sciences (23%).

Inferences:

I 21.1 High percentage of females in Sciences is probably due to inclusion of nursing in this category.

I 21.2 High percentage of females in business is probably due to inclusion of Business Education majors.

RECOMMENDATION:

R 21.1 District conduct study of reasons for male-female discrepancies in percent of college majors in business/economics, sciences, engineering and law, and make appropriate recommendations.

22. PLANS TO BECOME A TEACHER

TABLE 22
PLANS TO BECOME ELEMENTARY OR SECONDARY TEACHER, BY ETHNICITY, SEX

GROUP	N in college	Percent of those in college planning to become teachers
MA: Male	79	15
Female	77	27
Total	156	21
Black: Male	10	20
Female	19	42
Total	29	35
Other: Male	219	20
Female	125	25
Total	344	22
All: Male	308	19
Female	221	27
Total	529	22

Data:

D 22.1 22% of those in college plan to become teachers.

D 22.2 Percent planning to become teachers is:

D 22.2.1 Highest among Female Blacks (42).

D 22.2.2 Lowest among Male MAs (15).

D 22.2.3 Higher among Females (27) than among Males (19)

D 22.2.4 Higher among Blacks (35) than among MAs (21) and Others (22)

Inferences:

I 22.1 Minorities, except MA males, are responding to increased opportunities for positions in teaching profession.

I 22.2 Low percent of MA males planning to enter teaching may reflect perception of teaching as a feminine occupation.

RECOMMENDATION:

R 22.1 District conduct study of MA males' attitude toward teaching and recommend actions to encourage more MA males to consider teaching as a career.

23. DROPS WHO WOULD FINISH HIGH SCHOOL IF MEANS AVAILABLE

TABLE 23
COMPARISONS OF DROPS WHO WOULD FINISH HIGH SCHOOL IF MEANS AVAILABLE, BY ETHNICITY, 1966-1971

GROUP	N		PERCENT					
			YES		NO		No Response	
	1966	1971	1966	1971	1966	1971	1966	1971
MA	36	79	78	80	17	13	6	8
Black	ND	3	ND	67	ND	0	ND	33
Other	88	119	73	56	10	23	17	21
Total	124	201	74	66	12	18	14	16

Data:

D 23.1 Within one to three years of dropping, 80% of MA drops and 56% of Other drops report that they would finish high school if means were available.

D 23.2 Percent of Other drops who desire to finish has decreased (1966--73; 1971--56).

Inferences:

I 23.1 Economic factors play a larger role in MA drops than in Other drops.

I 23.2 Other drops are less likely to regret dropping than in the past; MA drops are slightly more likely to regret dropping.

RECOMMENDATION:

R 23.1 District appoint local school task forces to identify potential drops and recommend measures to reduce drop rate with special attention to economic problems.

24. WOULD HAVE GONE TO COLLEGE IF MONEY HAD BEEN AVAILABLE

TABLE 24
COMPARISONS OF GRADS AND DROPS
WHO WOULD HAVE GONE TO COLLEGE
IF MONEY HAD BEEN AVAILABLE,
BY ETHNICITY, 1966-1971

GROUP	N Responding		Percent Yes	
	1966	1971	1966	1971
Grads: MA	82	107	73	70
Black	ND	12	ND	75
Other	246	273	59	55
Total	328	392	62	59
Drops: MA	30	57	70	67
Black	ND	1	ND	0
Other	69	68	48	51
Total	99	126	55	58

Data:

D 24.1 Of grads responding, 59% (MA--70%; Black--75%; Other--55%) report that they would have gone to college if money had been available.

D 24.2 Of drops responding, 58% (MA--67%; Other--51%) report that they would have gone to college if money had been available.

D 24.3 Percentages have remained relatively stable since 1966.

Inferences:

I 24.1 Financial problems are a major deterrent to enrollment in college, particularly for MAs and Blacks.

I 24.2 Drop response to this item is open to question since major reason for dropping was lack of interest in school, not finances.

RECOMMENDATION:

R 24.1 District identify and publicize all sources of higher education financial aid for low income grads.

25. OPINIONS ON DRESS AND BEHAVIOR CODES

TABLE 25
OPINIONS ON DRESS AND BEHAVIOR CODES,
BY GRADS AND DROPS, ETHNICITY, SEX

GROUP		N	PERCENT							
			Behavior Code				Dress Code			
			Too Lenient	About Right	Too Strict	No Response	Too Lenient	About Right	Too Strict	No Response
Grads:	MA	272	15	65	18	2	16	57	24	3
	Black	42	5	55	38	2	14	60	24	2
	Other	688	19	53	23	4	19	51	24	5
	Total	1,002	18	56	23	4	18	53	24	5
Drops:	MA	79	13	63	16	8	10	66	17	8
	Black	3	0	67	33	0	0	100	0	0
	Other	119	12	56	25	8	11	55	28	7
	Total	201	12	59	21	8	10	60	23	7
Male		611	15	54	25	6	15	50	29	6
Female		592	18	60	19	3	19	59	19	3
Total		1,203	17	57	22	4	17	54	24	5

Data:

D 25.1 Majority thought both dress and behavior codes were about right.

D 25.2 Percent who thought codes were about right was higher among drops than grads, among females than males, and among MAs and Blacks than Others.

D 25.3 Percent who thought codes were too lenient was higher among grads than drops, females than males, and Other grads than MA and Black grads.

D 25.4 Percent who thought codes were too strict was higher than percent who thought them too lenient.

Inference:

I 25.1 Endorsement of behavior and dress codes by a majority of respondents indicates that they view codes as reasonable.

RECOMMENDATION:

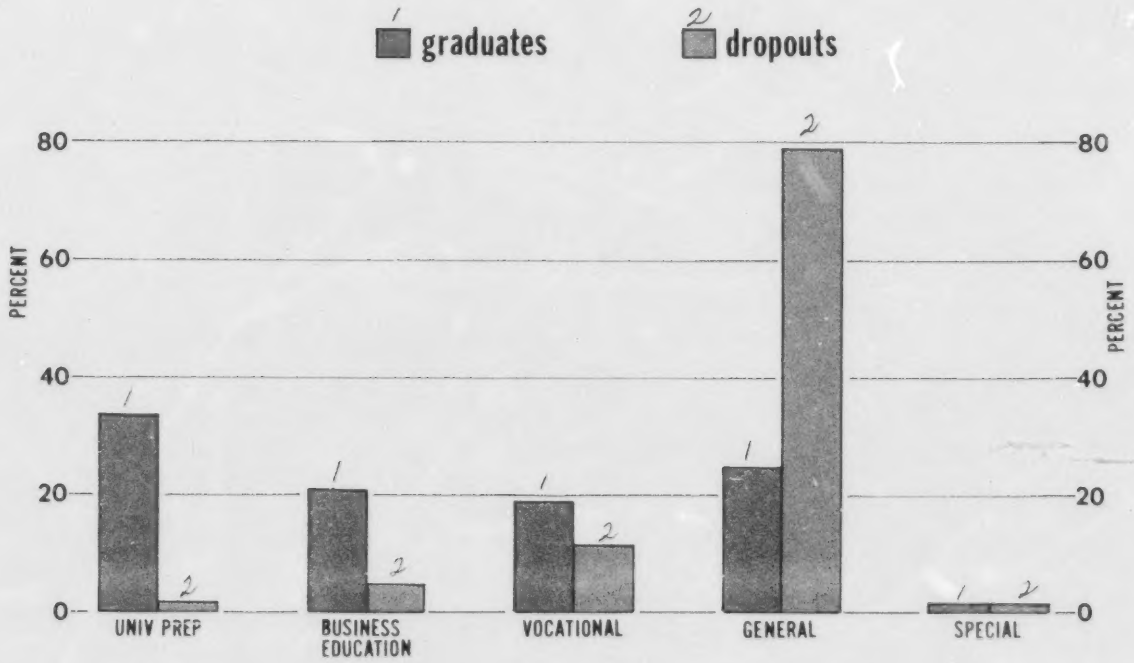
R 25.1 Board of Trustees continue to maintain behavior codes with annual review by faculty, students and parents.

GRAPHS OF SELECTED DATA

THE FOLLOWING PAGES (59-82) PRESENT, IN BAR GRAPH FORM, SELECTED DATA FROM THE INTRODUCTION AND PRESENTATION OF DATA SECTIONS OF THE REPORT. ALL GRAPHS, WITH THE EXCEPTION OF THE ONE BELOW, ARE IDENTIFIED WITH LETTERS OR NUMBERS OF CORRESPONDING TABLES.

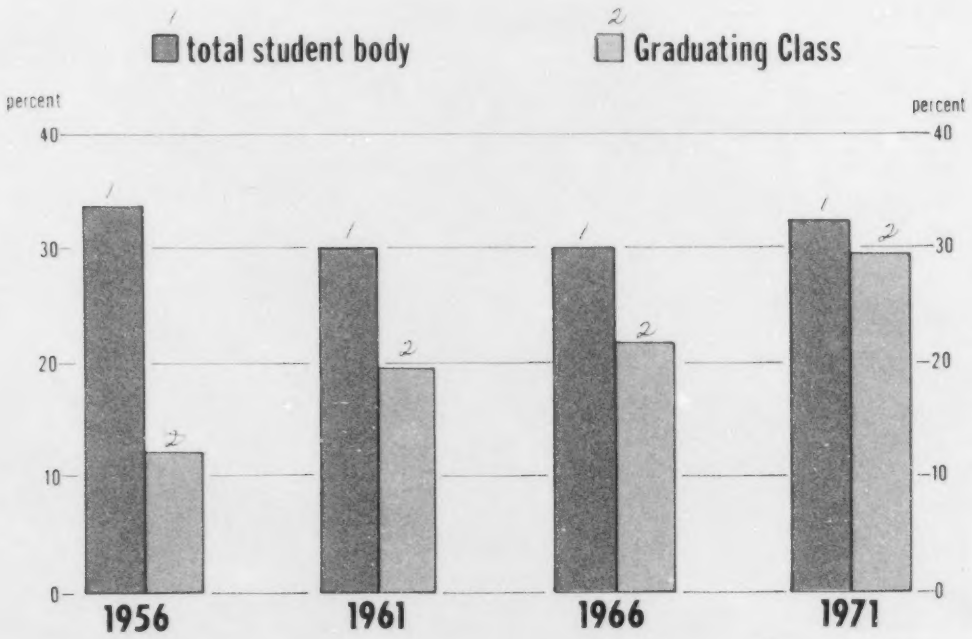
Graphic work: Janet Nakanishi

Distribution of All Graduates and Dropouts by Curriculum Followed in High School-1971



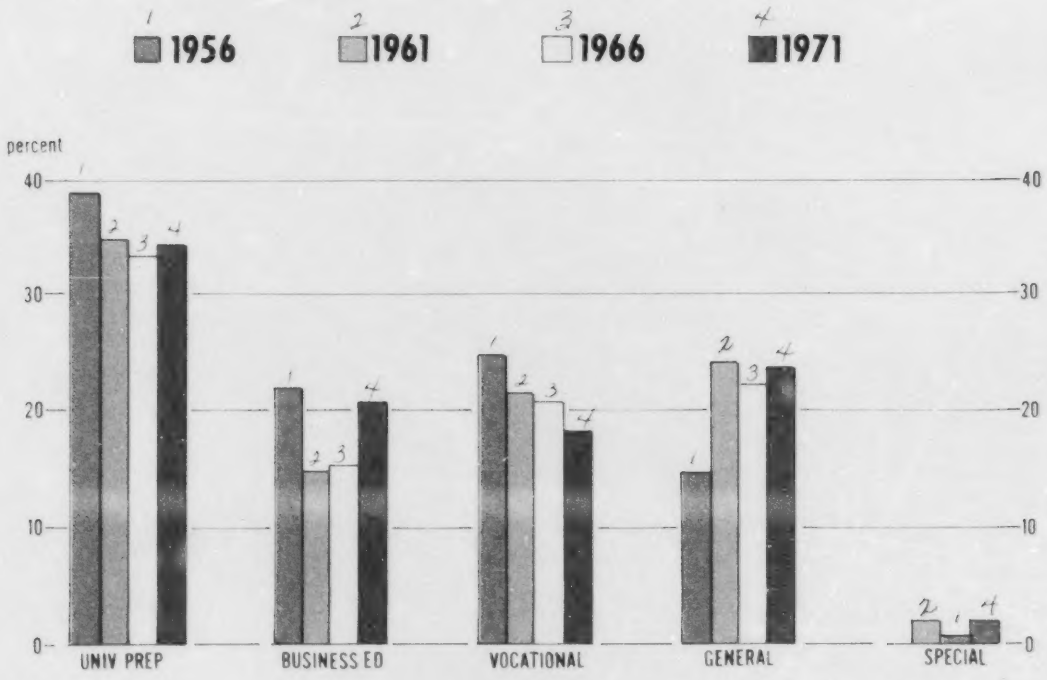
D

Percentages of Mexican Americans in Total Student Body and graduating class



E

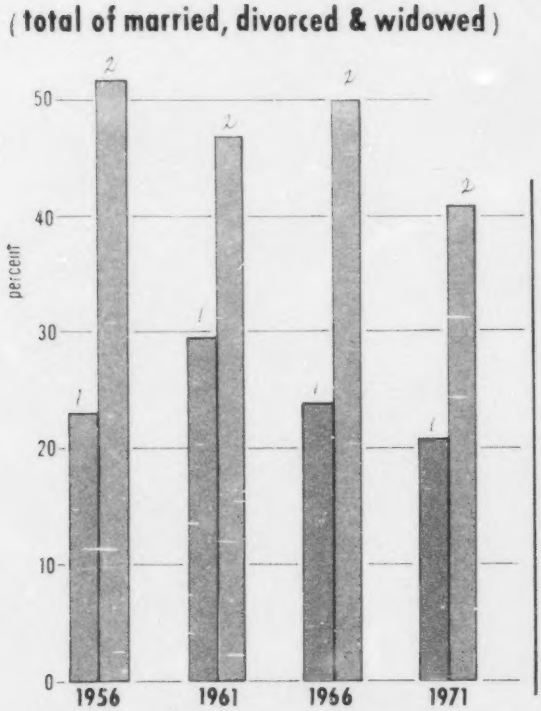
PERCENTAGE DISTRIBUTION OF GRADUATES BY CURRICULA, 1956-71



2 B

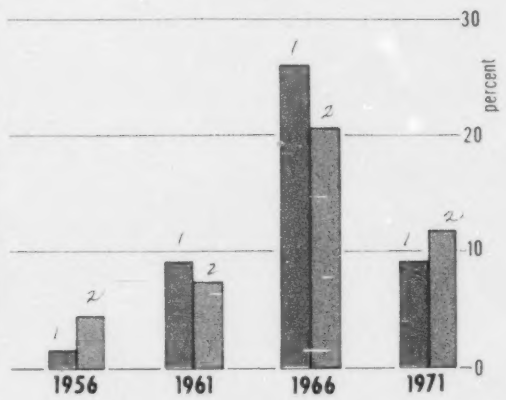
EVER MARRIED 1956-71

(total of married, divorced & widowed)



DIVORCED 1956-71

(as percent of those ever married)

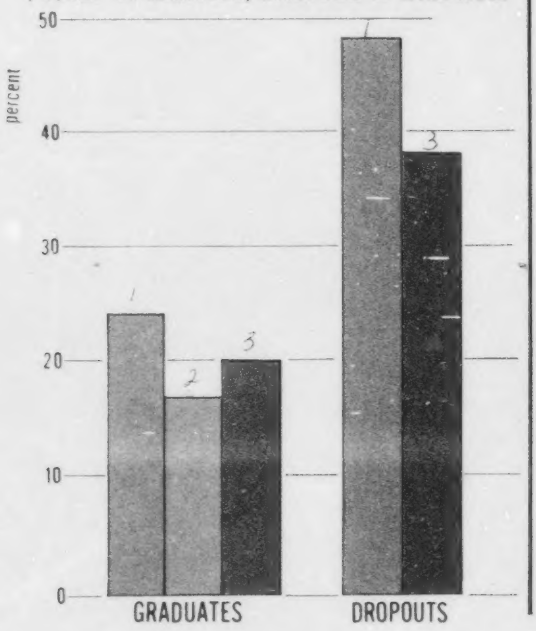


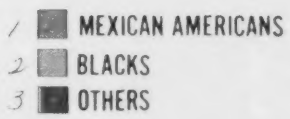
2 C

MARRIAGE AND DIVORCE RATES 1971, BY ETHNICITY

ever married

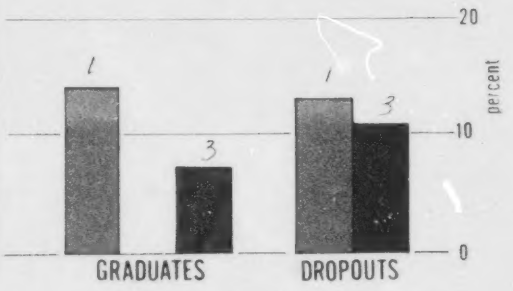
(total of married, divorced & widowed)



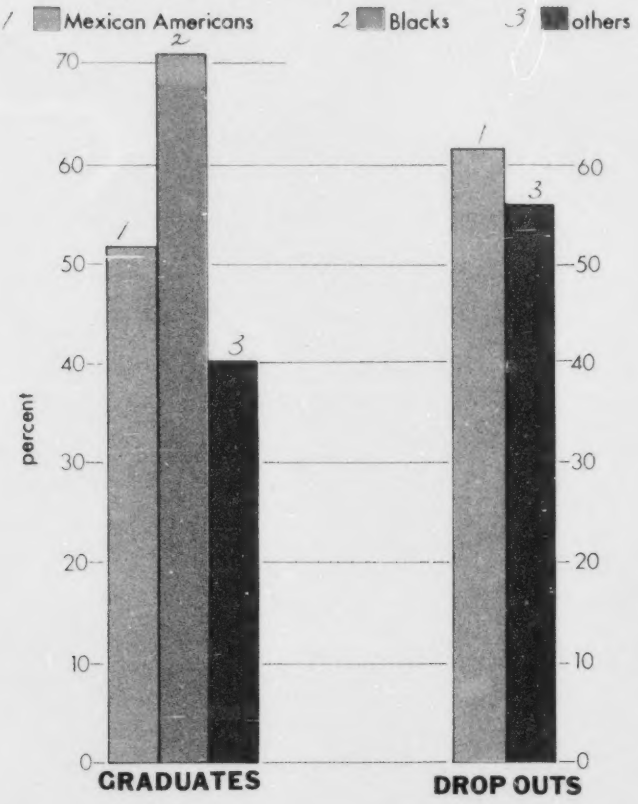


divorced

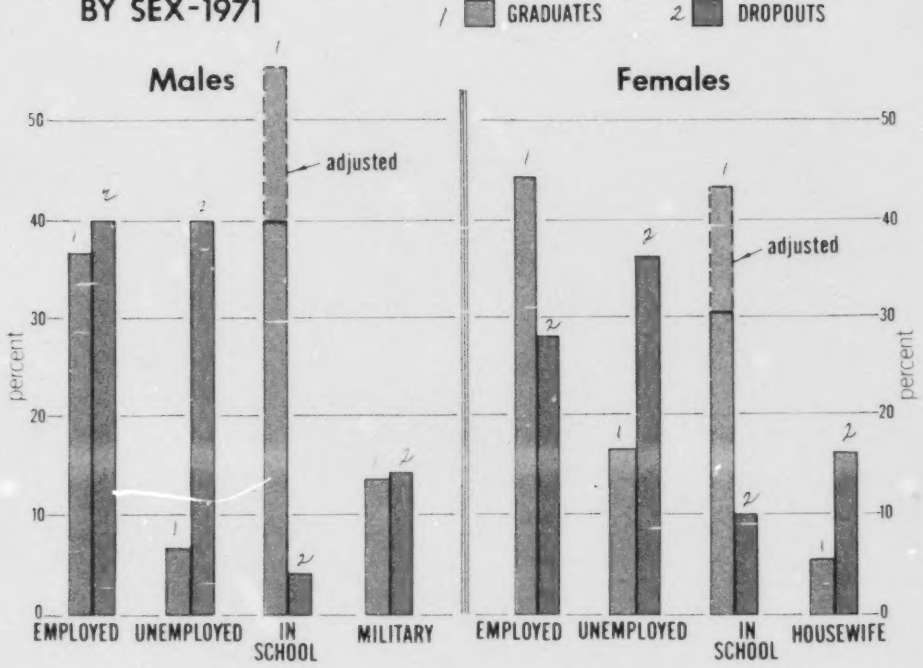
(as percent of ever married)



3-A **PERCENT OF THOSE MARRIED OR DIVORCED HAVING ONE OR MORE CHILDREN — 1971**

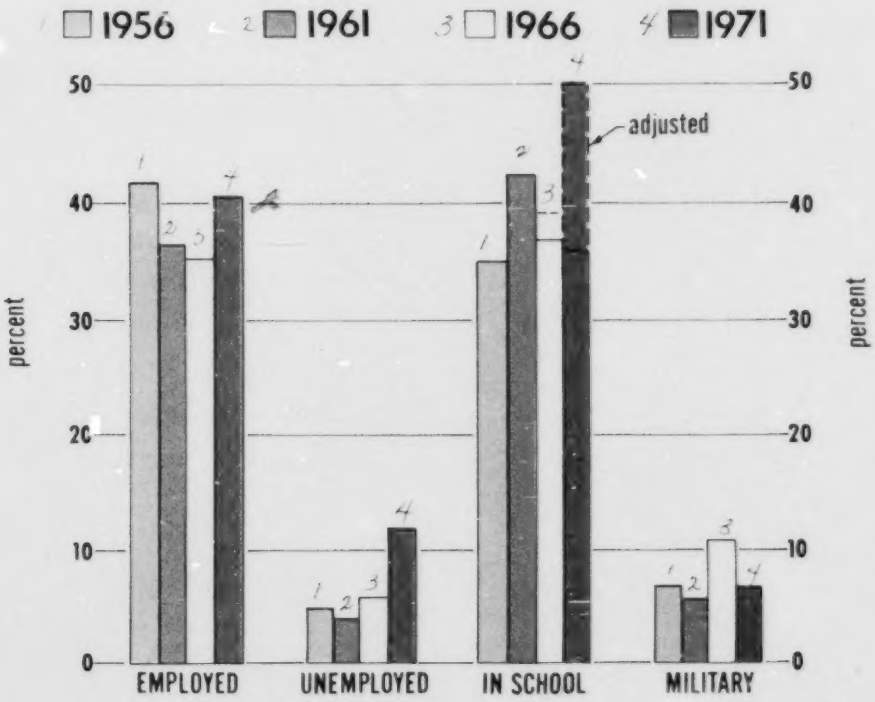


4A **PRESENT ACTIVITY OF GRADUATES AND DROPOUTS BY SEX-1971**



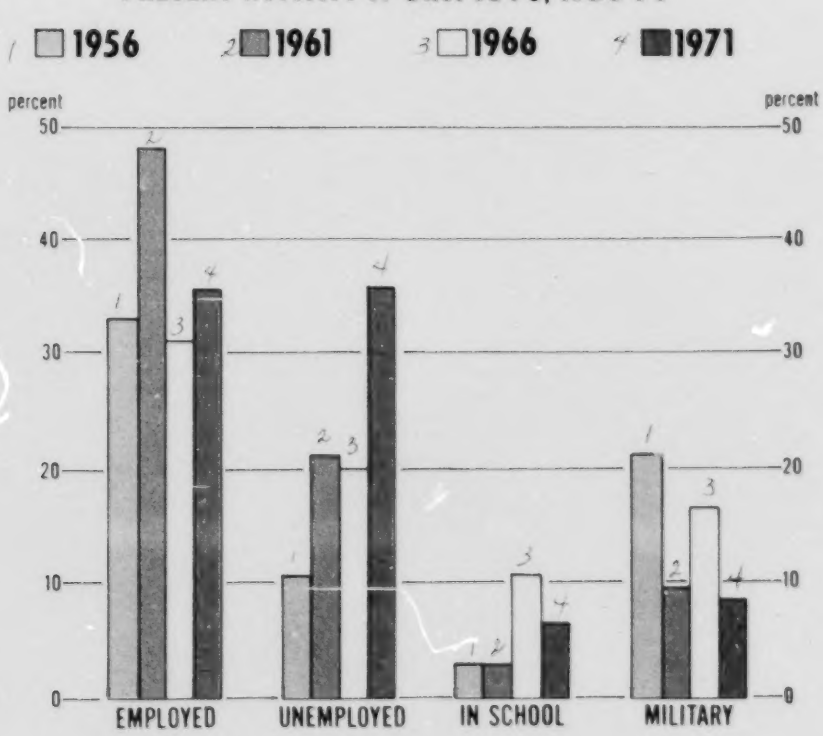
4A
4B

PRESENT ACTIVITY OF GRADUATES 1956-71



4A
4B

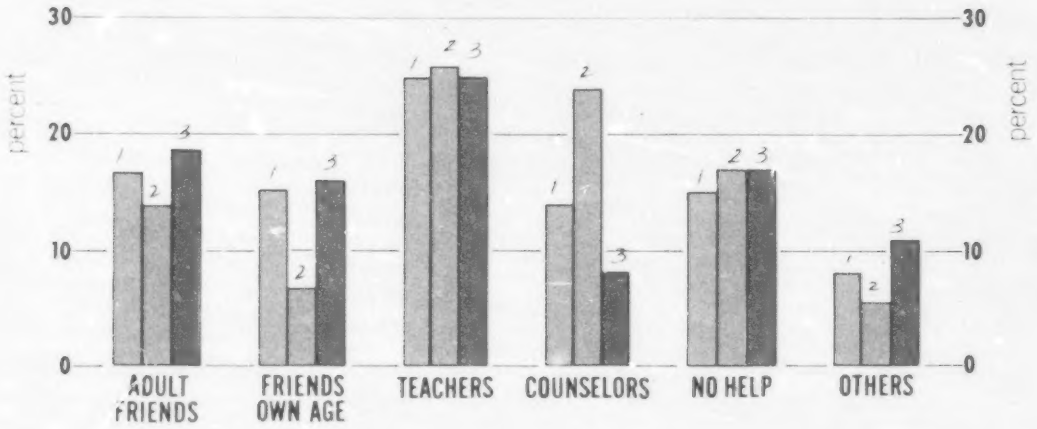
PRESENT ACTIVITY OF DROPOUTS, 1956-71



5

SOURCE OF LIFE PLANS (OTHER THAN PARENTS) WHILE IN HIGH SCHOOL - GRADUATES, 1971

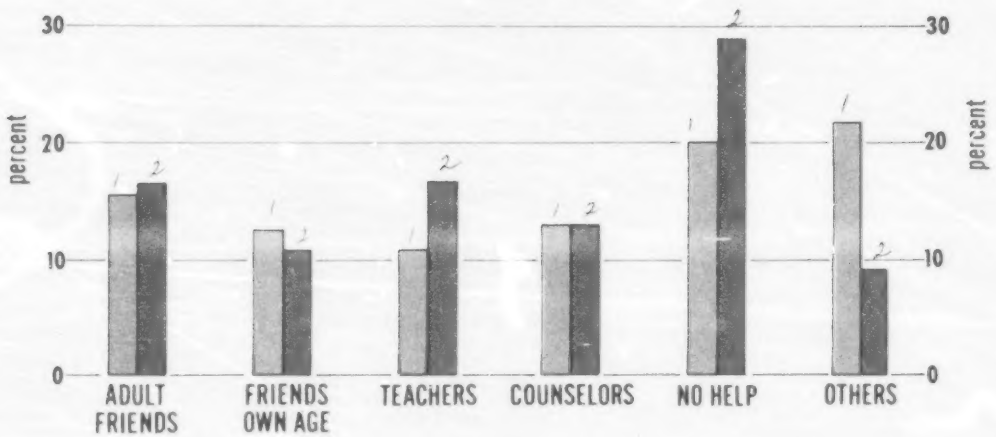
1 Mexican Americans 2 Blacks 3 others



5

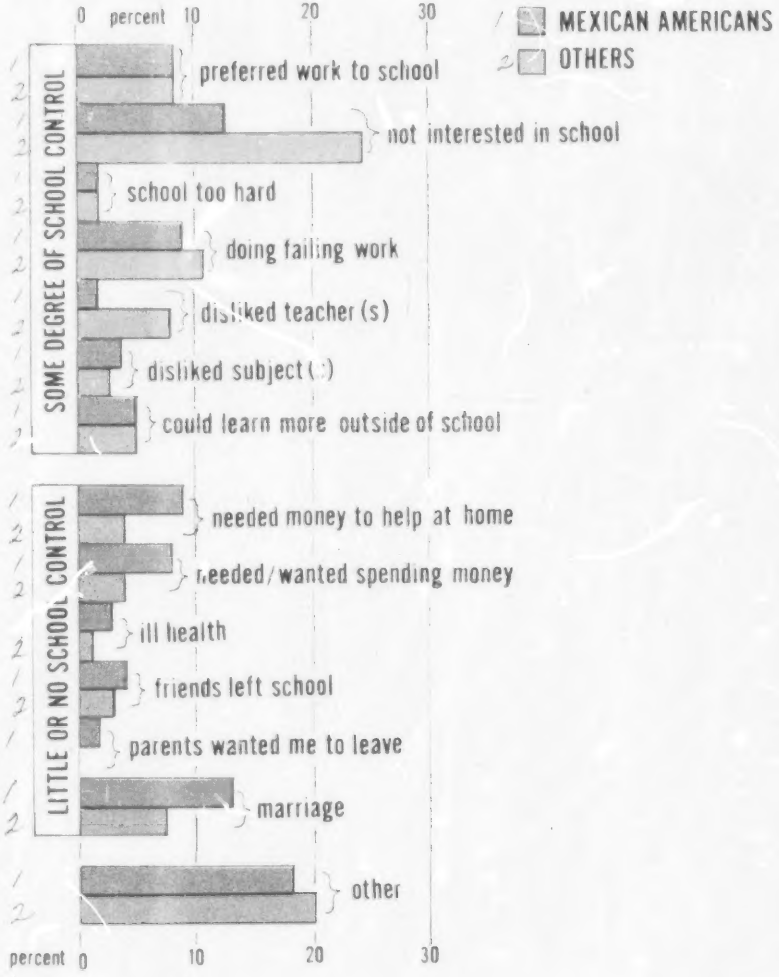
SOURCE OF LIFE PLANS (OTHER THAN PARENTS) WHILE IN HIGH SCHOOL - DROPOUTS, 1971

1 Mexican Americans 2 others



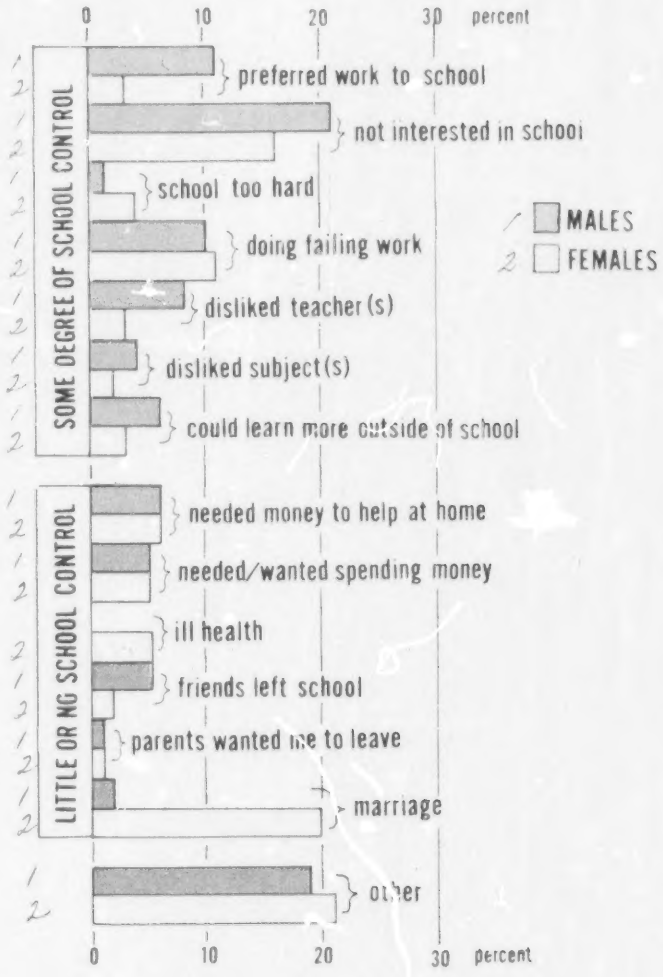
1st AND 2nd PRINCIPAL REASONS FOR DROPPING SCHOOL

6A

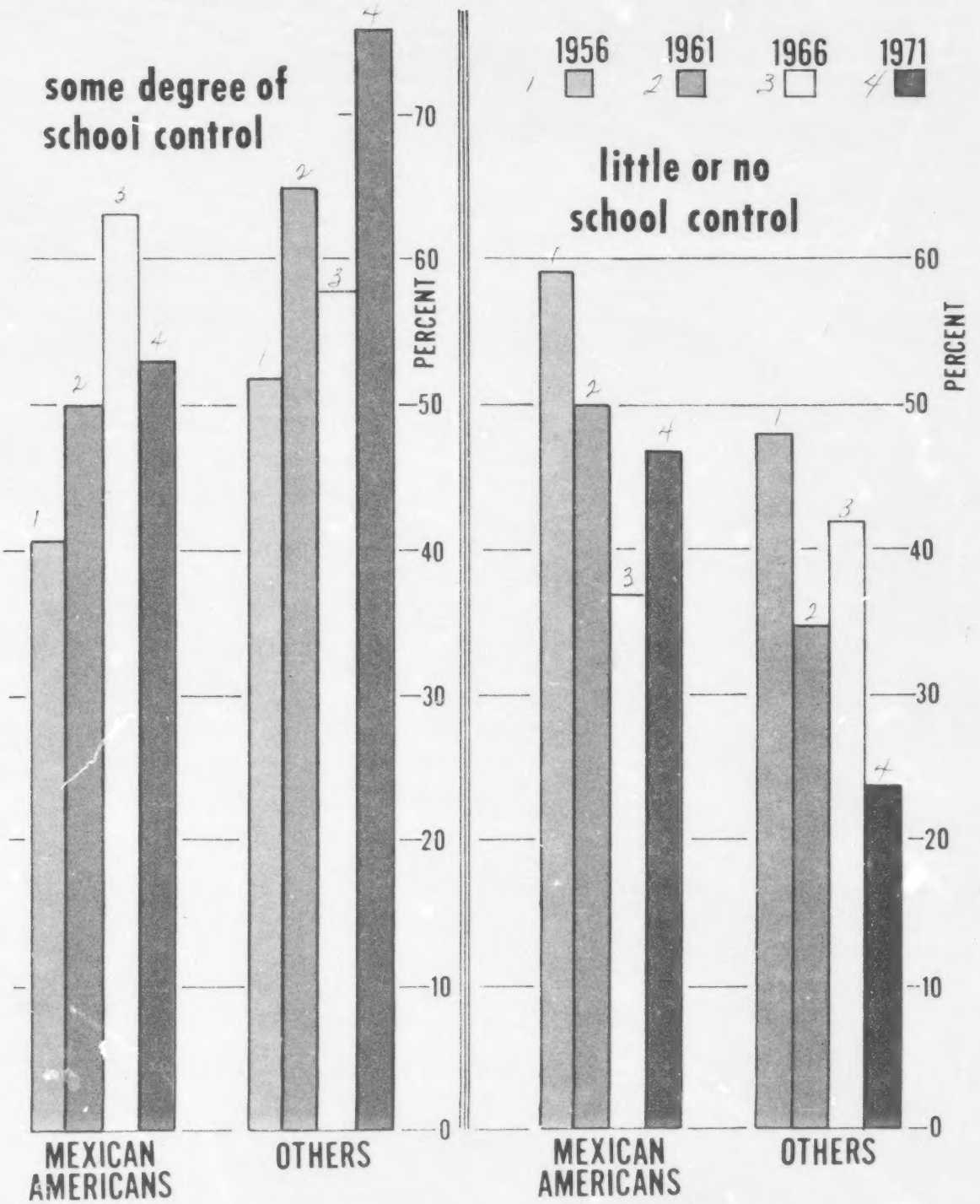


1st AND 2nd PRINCIPAL REASONS FOR DROPPING SCHOOL

6A

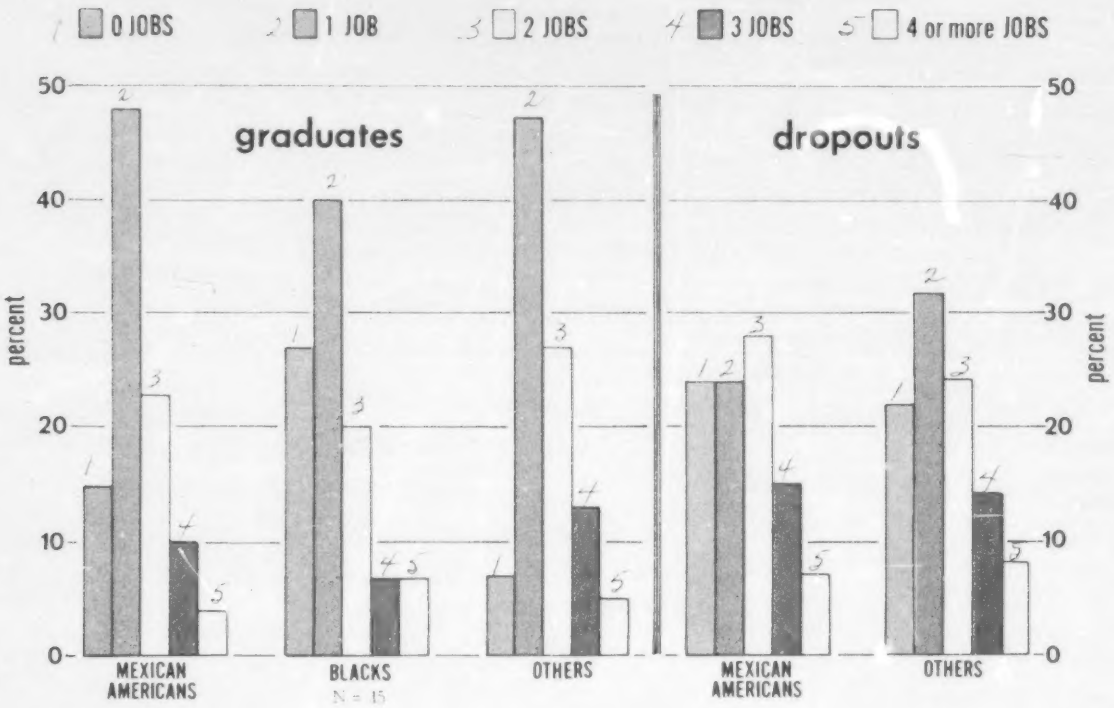


6B COMPARISON OF 1st AND 2nd REASON FOR DROPPING SCHOOL, BY DEGREE OF SCHOOL CONTROL



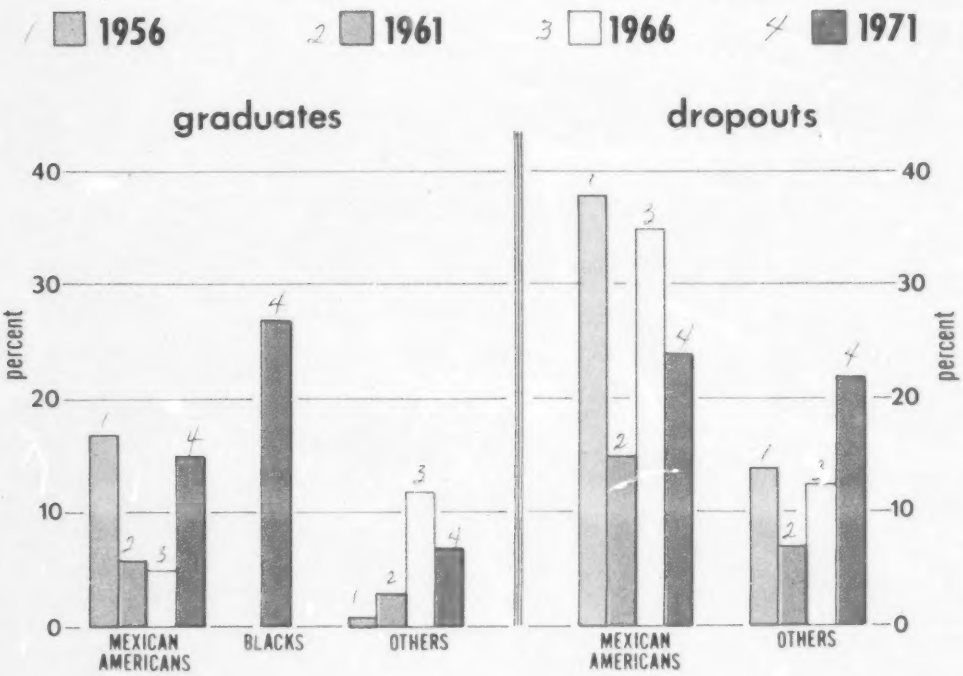
7A

NUMBER OF JOBS HELD SINCE LEAVING SCHOOL BY THOSE WORKING FULL TIME OR SEEKING WORK



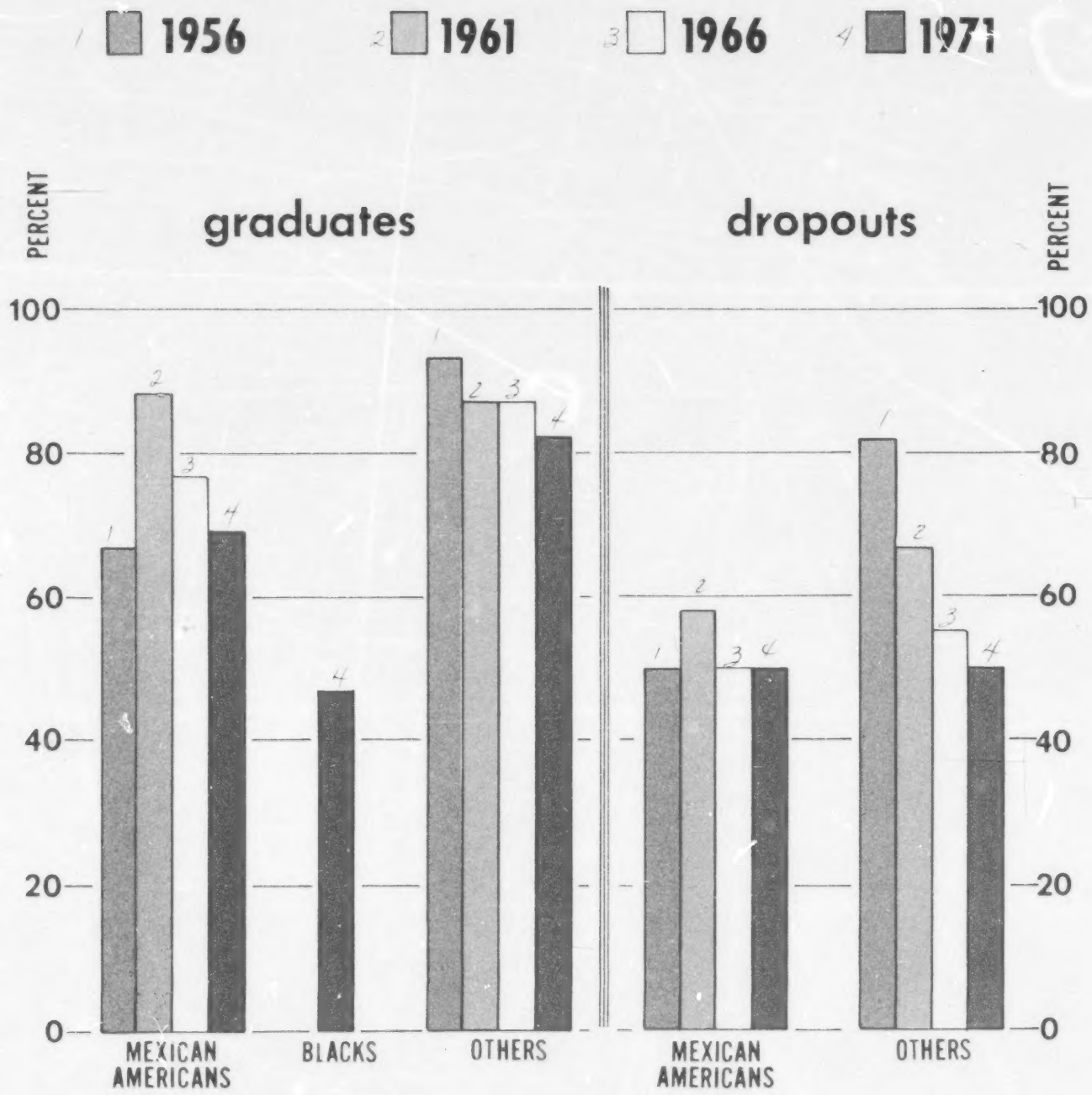
7B

GRADUATES AND DROPOUTS IN LABOR MARKET WHO HAVE NOT HELD ONE JOB SINCE LEAVING SCHOOL 1956-71



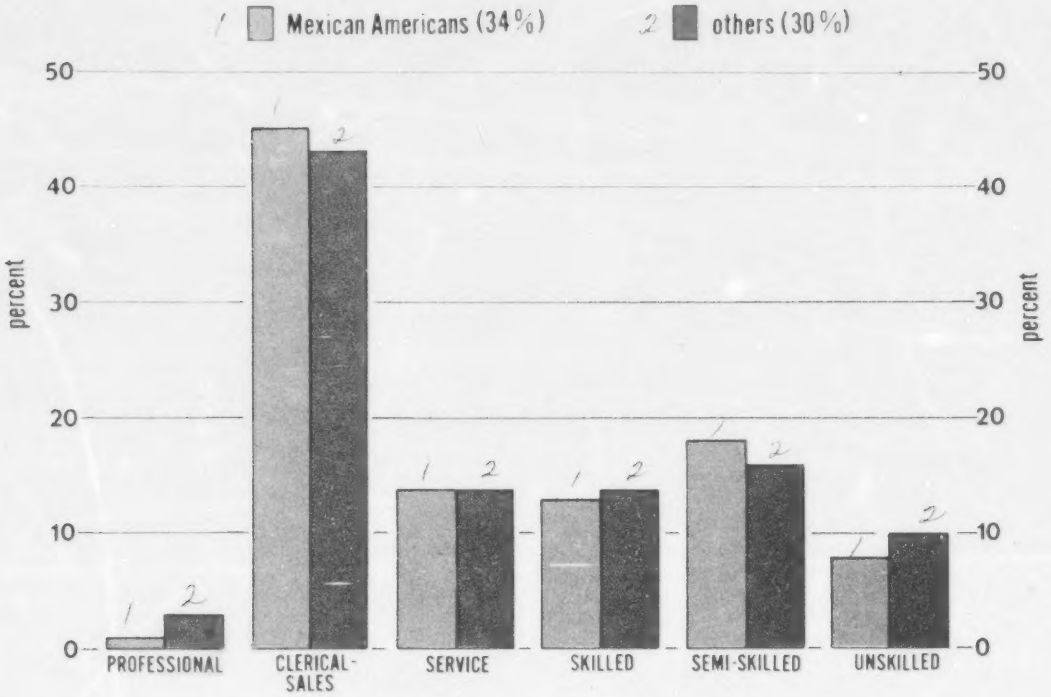
7D

THOSE IN LABOR MARKET EMPLOYED FULL TIME



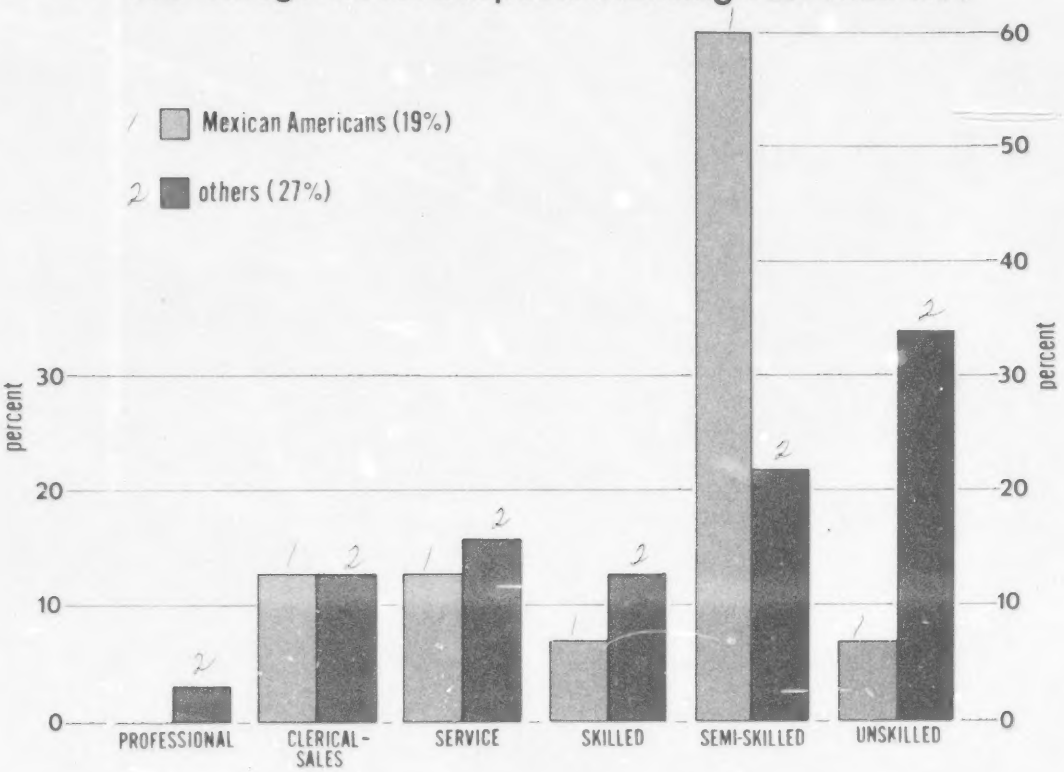
8A

Job Categories for Graduates Working Full Time 1971



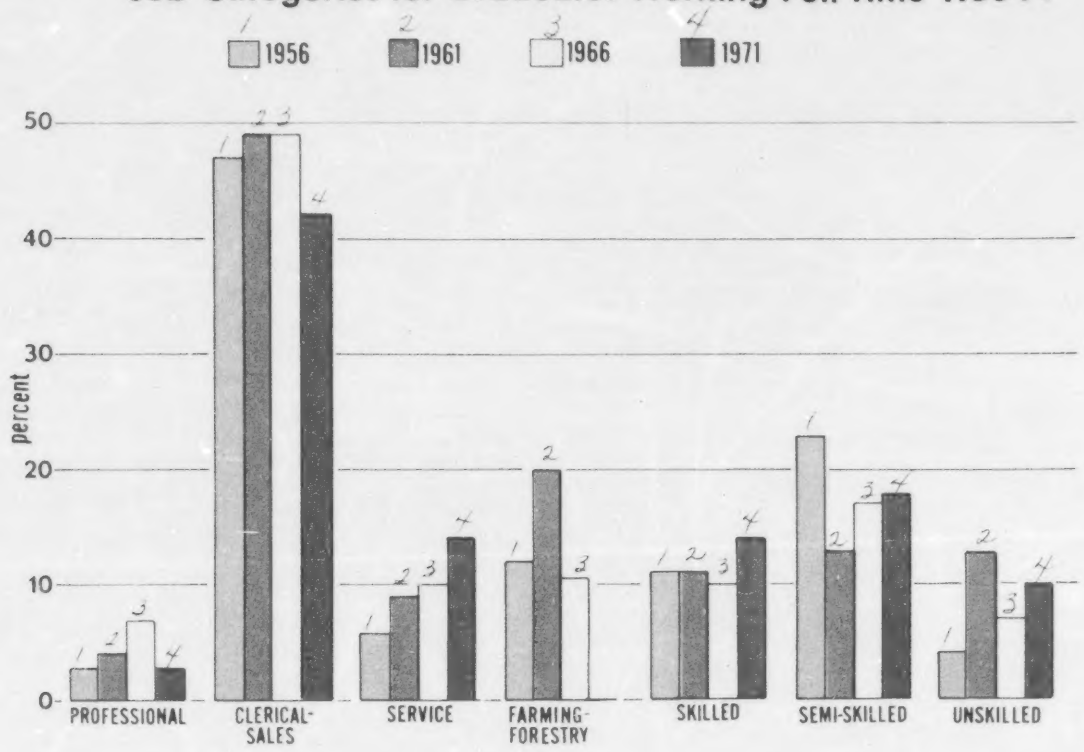
8A

Job Categories for Dropouts Working Full Time 1971



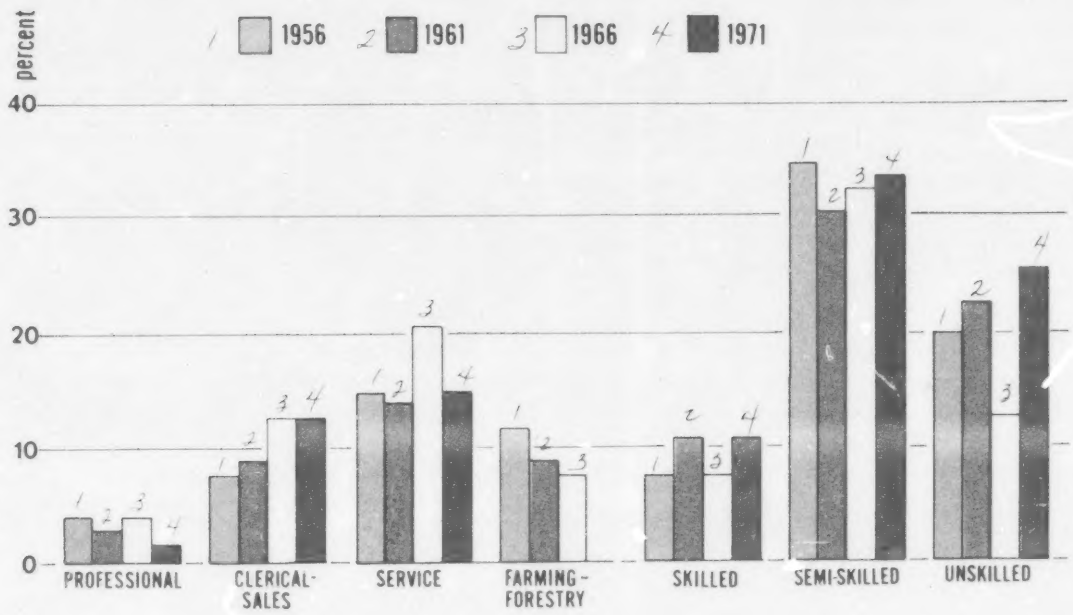
8B

Job Categories for Graduates Working Full Time 1956-71



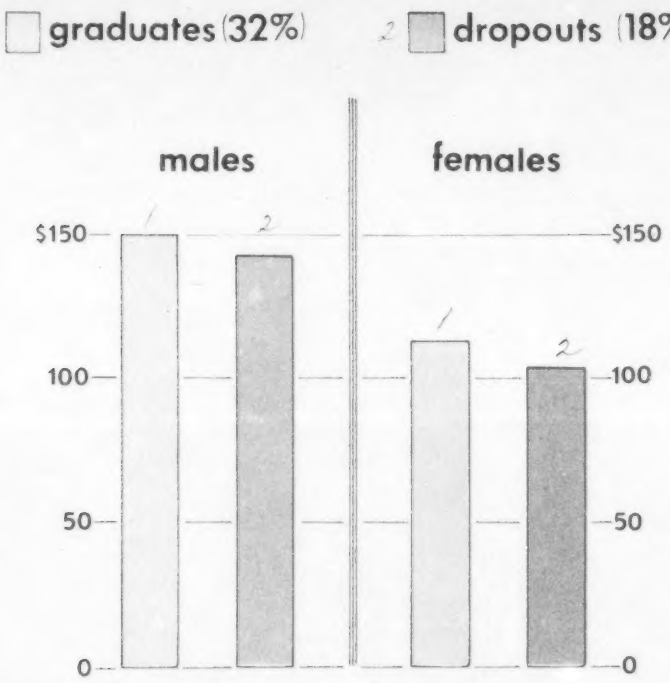
8B

Job Categories for Dropouts Working Full Time 1956-71



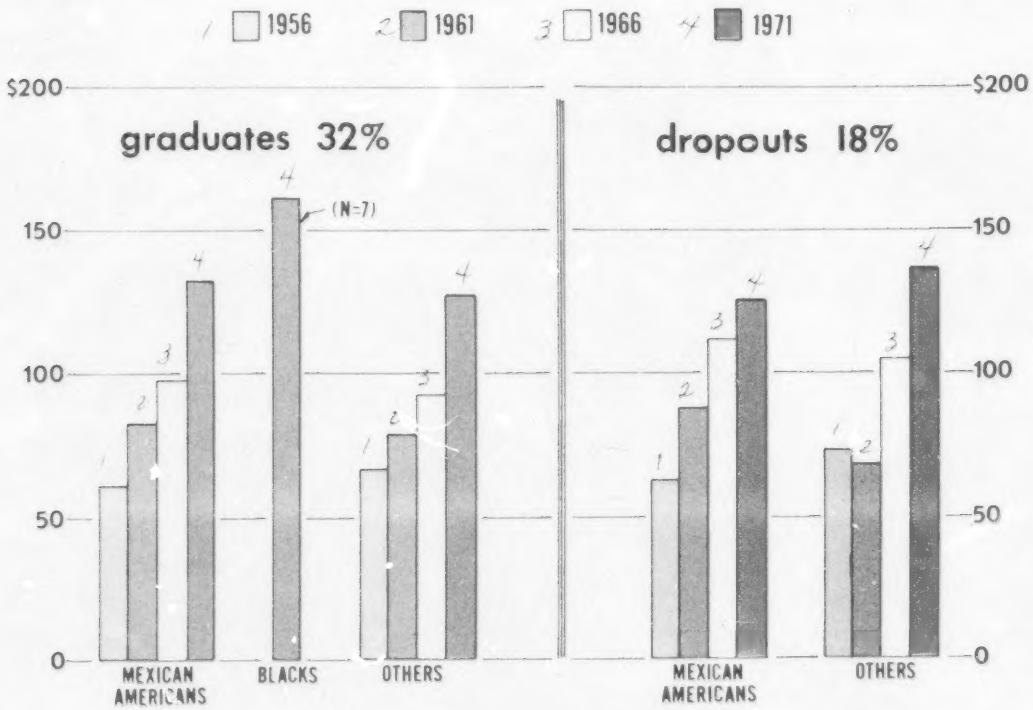
9A

AVERAGE WEEKLY SALARY OF THOSE EMPLOYED FULL TIME 1971



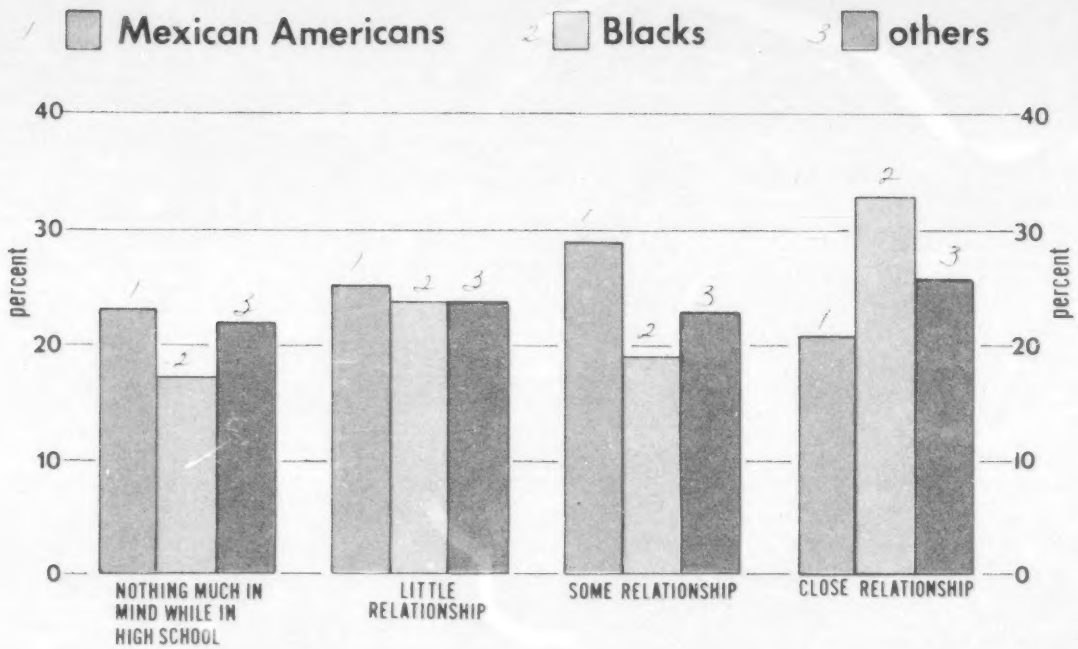
9B

AVERAGE WEEKLY SALARY OF THOSE EMPLOYED FULL TIME 1956-71



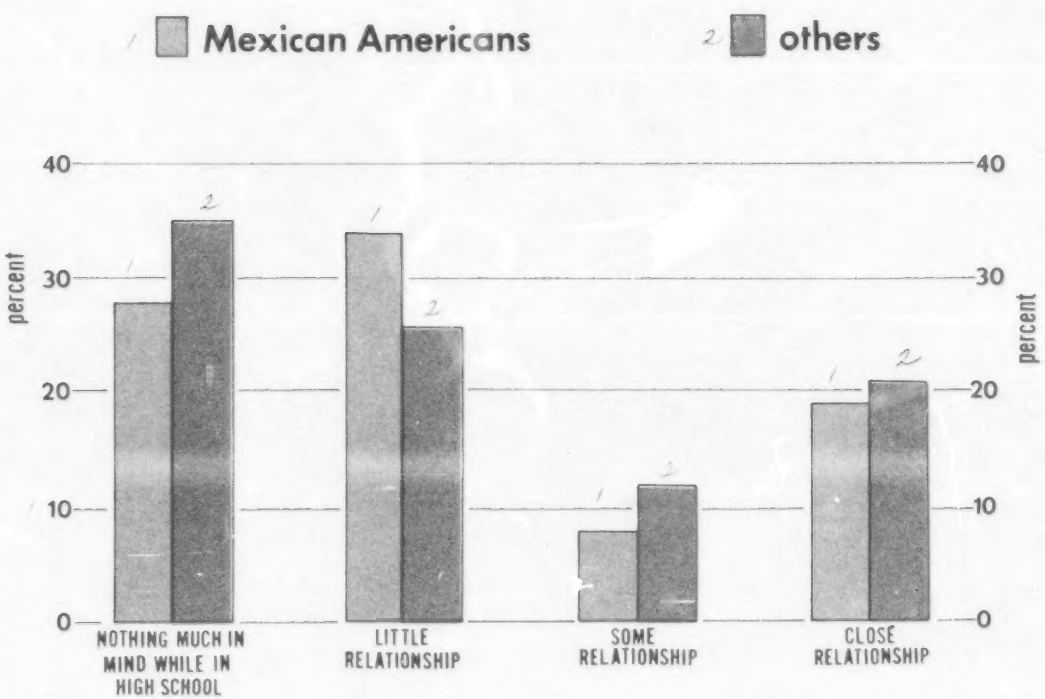
10

RELATION OF PRESENT ACTIVITY OF GRADUATES TO PLANS WHILE IN HIGH SCHOOL



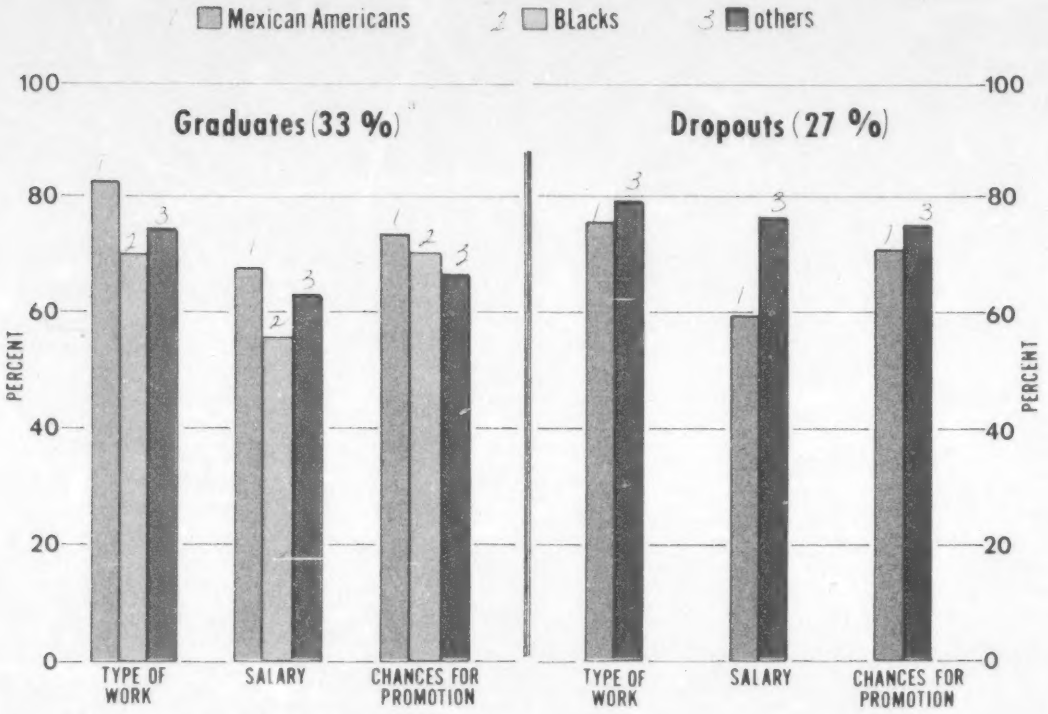
10

RELATIONSHIP OF PRESENT ACTIVITY OF DROPOUTS TO PLANS WHILE IN HIGH SCHOOL



II A

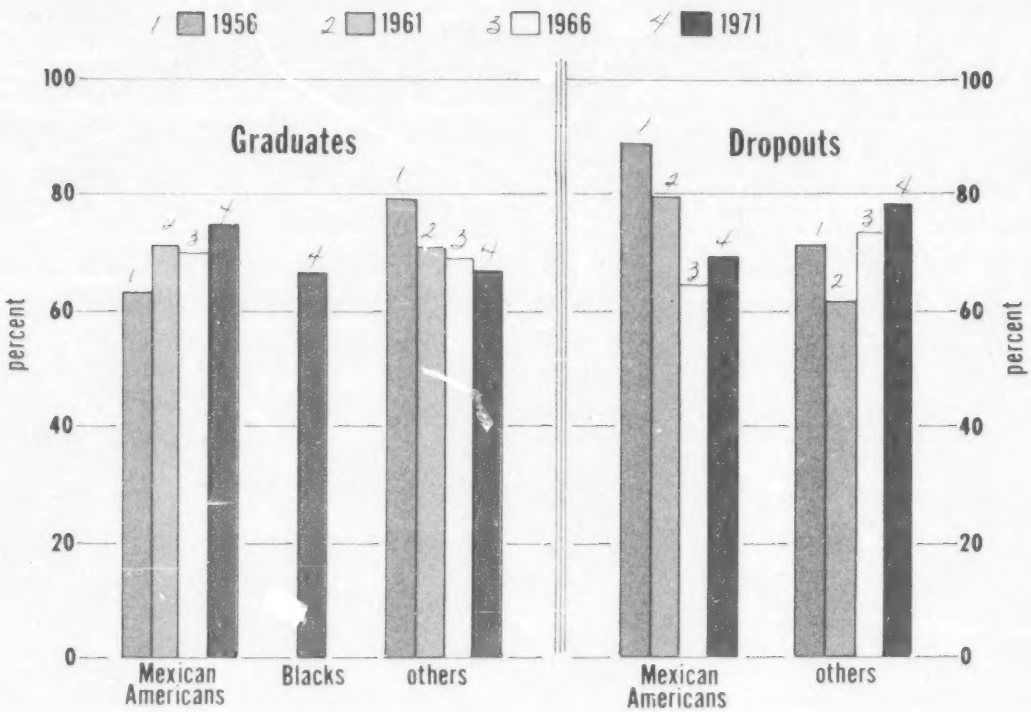
FULL TIME WORKERS SATISFIED WITH PRESENT JOB



[a] By percent of respondents working full time

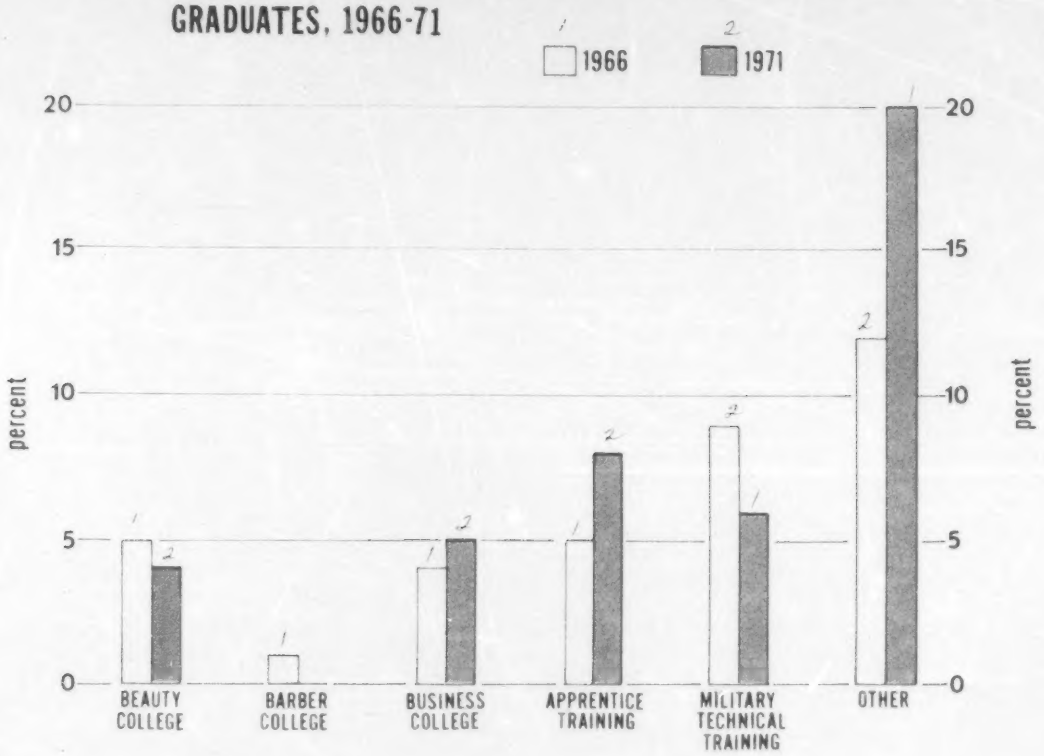
II B

OVERALL JOB SATISFACTION OF FULL TIME WORKERS 1956-71



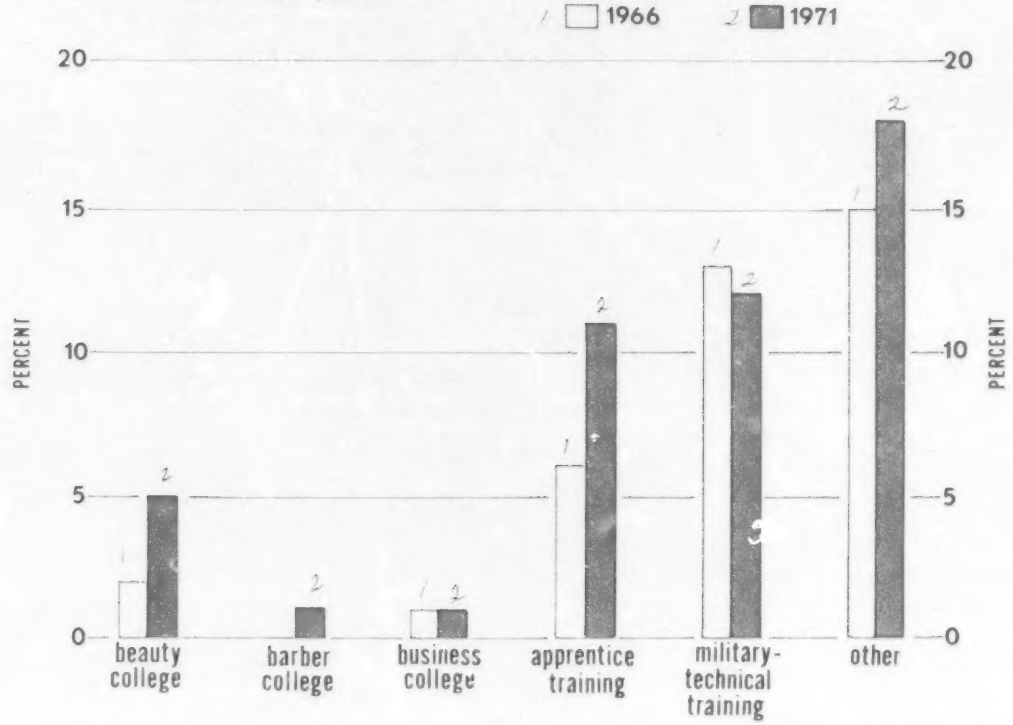
12

POST HIGH SCHOOL TRAINING OTHER THAN J.C. OR COLLEGE GRADUATES, 1966-71



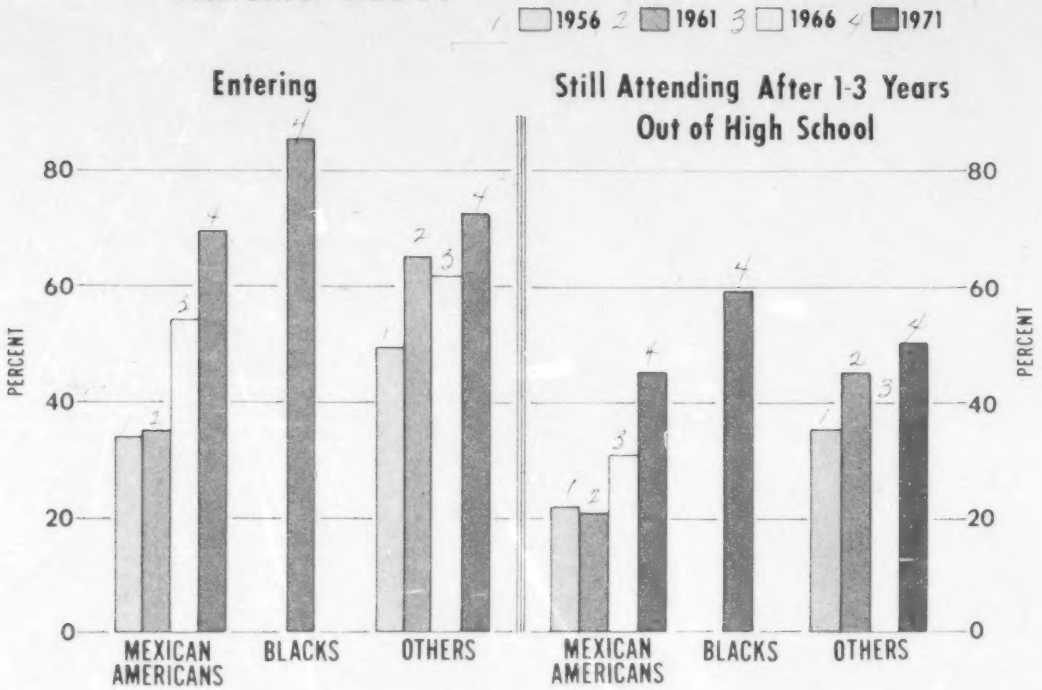
12

POST HIGH SCHOOL TRAINING OTHER THAN J.C. OR COLLEGE DROPOUTS, 1966-71



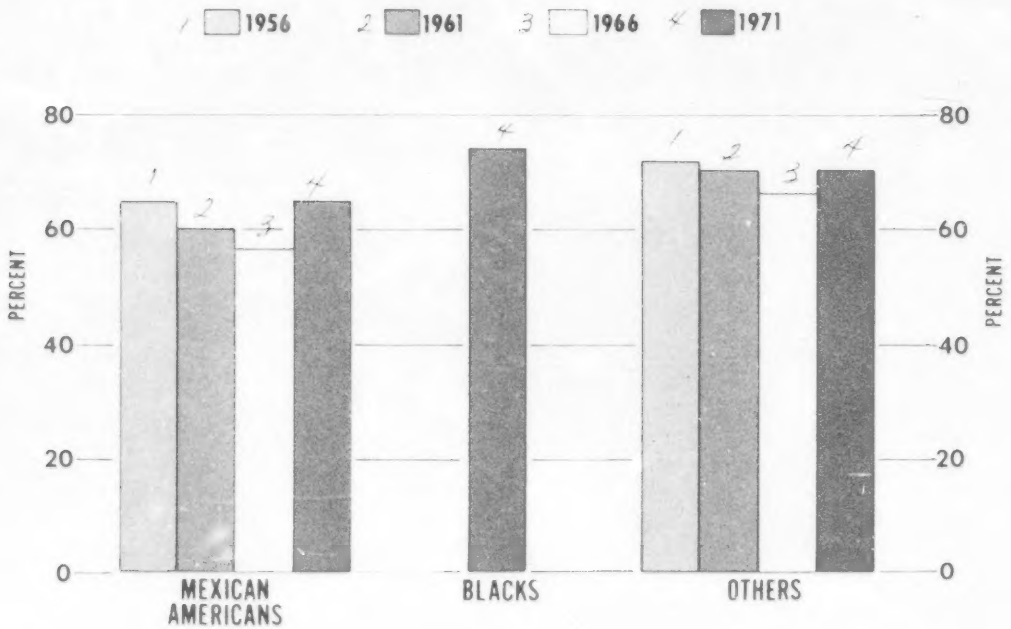
13B

COLLEGE ENTRANCE AND CONTINUING ATTENDANCE RATES GRADUATES 1956-71



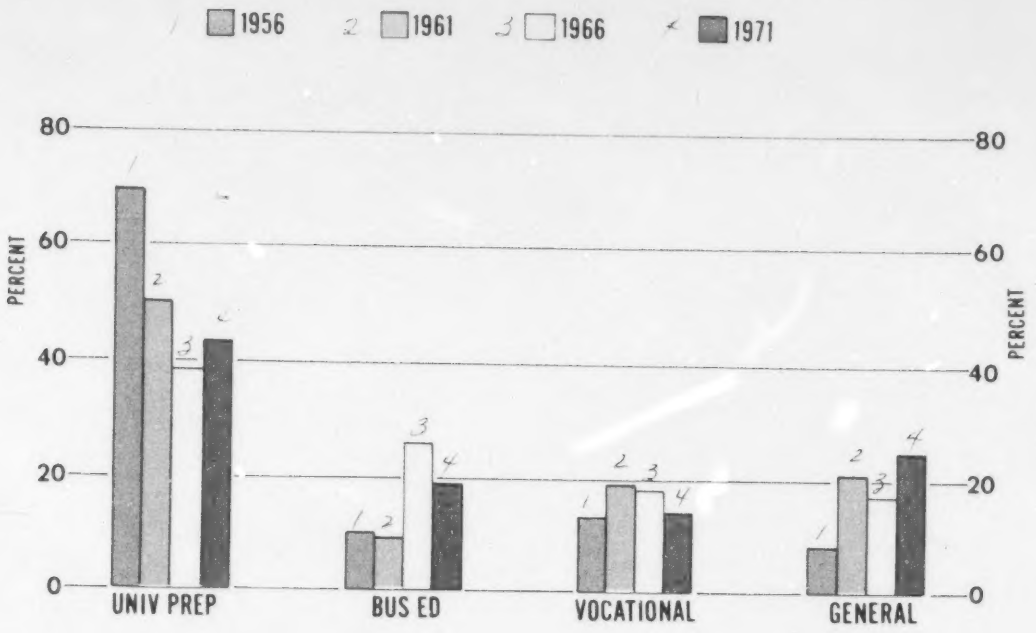
13C

GRADUATES STILL ATTENDING COLLEGE 1-3 YEARS AFTER HIGH SCHOOL GRADUATION (AS % OF THOSE ENTERING) 1956-71



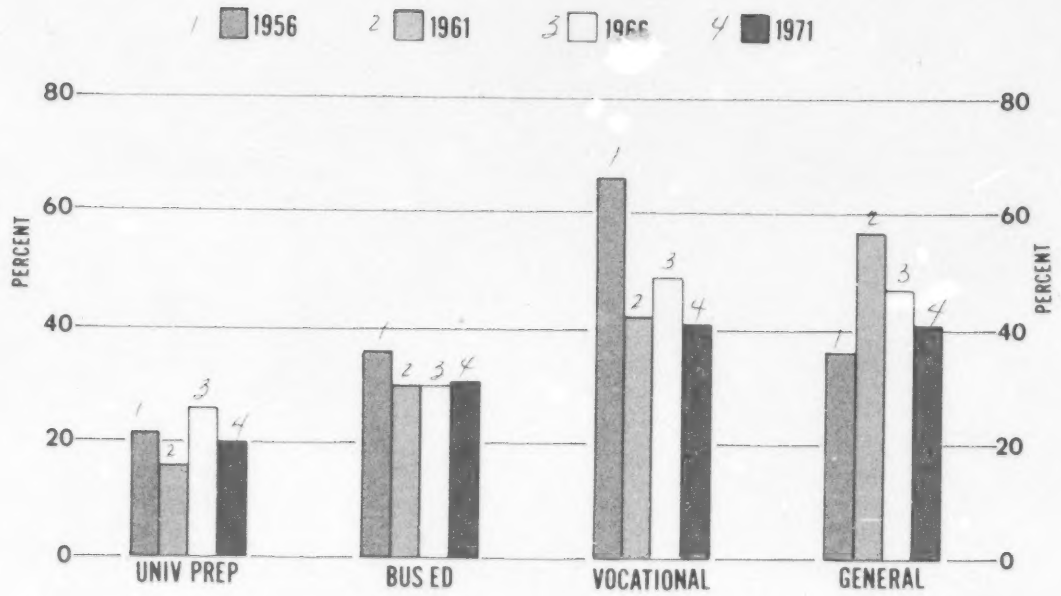
13D

DISTRIBUTION OF COLLEGE ENTRANTS BY CURRICULUM FOLLOWED IN HIGH SCHOOL 1956-71



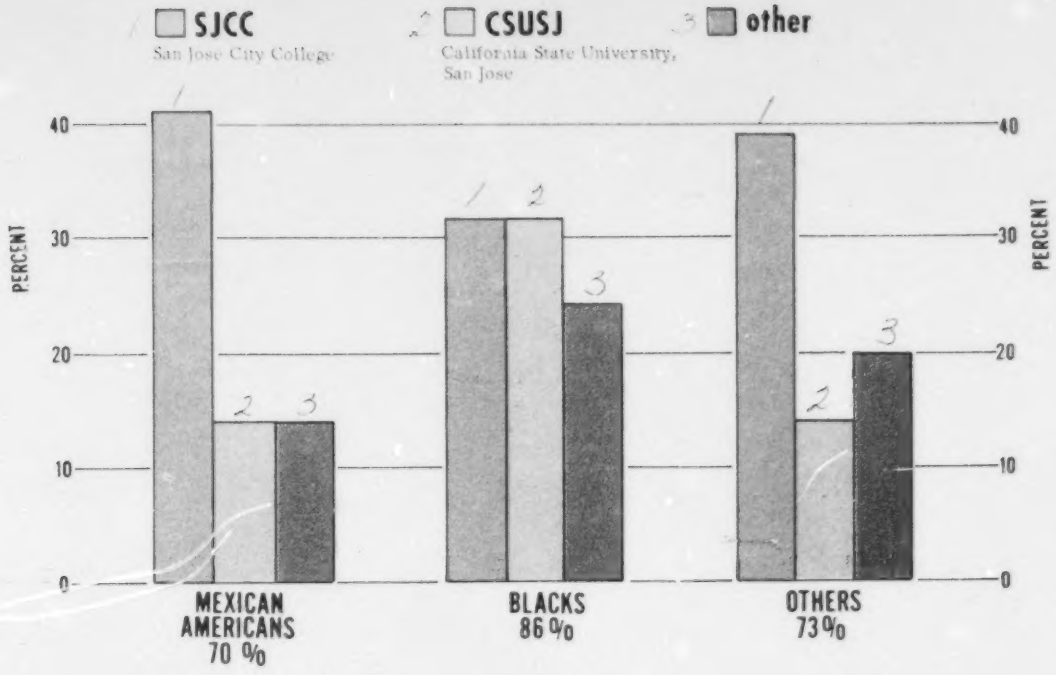
13E

PERCENT OF COLLEGE ENTRANTS FROM EACH CURRICULUM DROPPING COLLEGE 1956-71



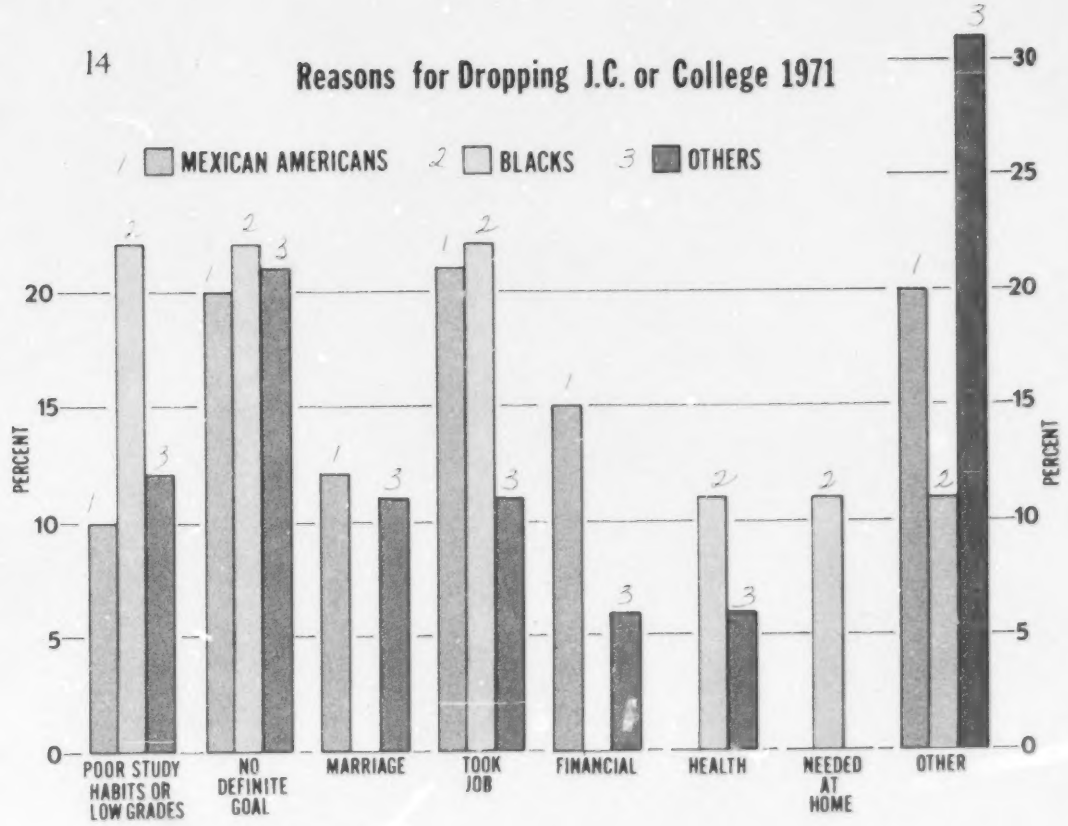
13 A

GRADUATES ENTERING COLLEGE 1971



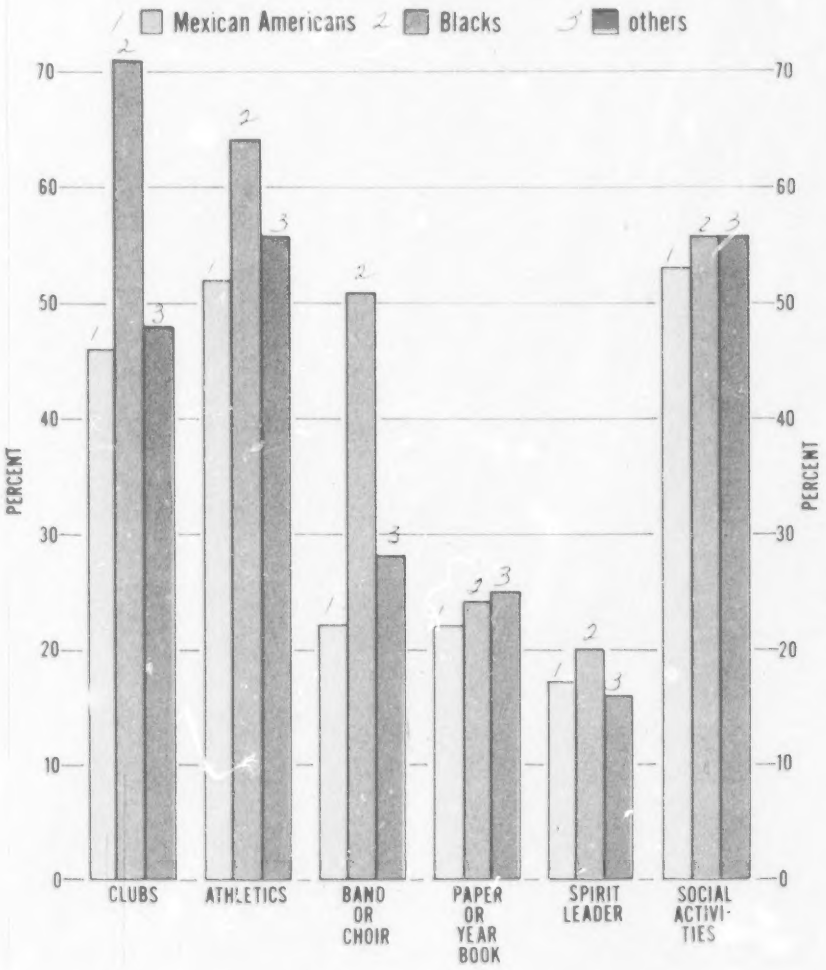
14

Reasons for Dropping J.C. or College 1971

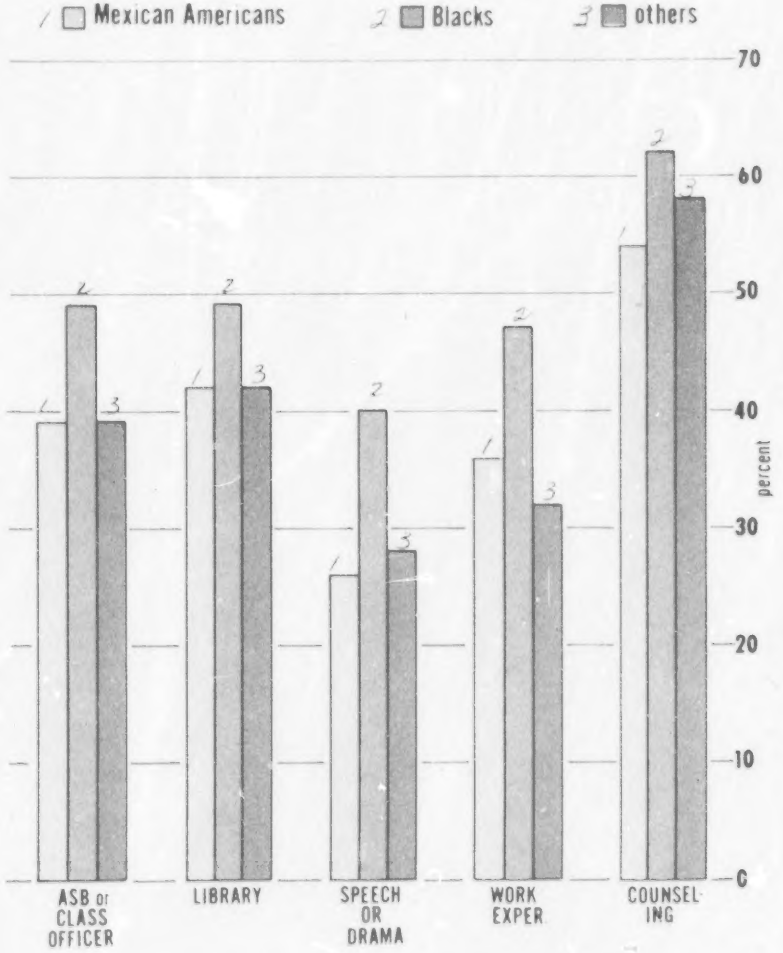


15 A

Participation in High School Activities and Services

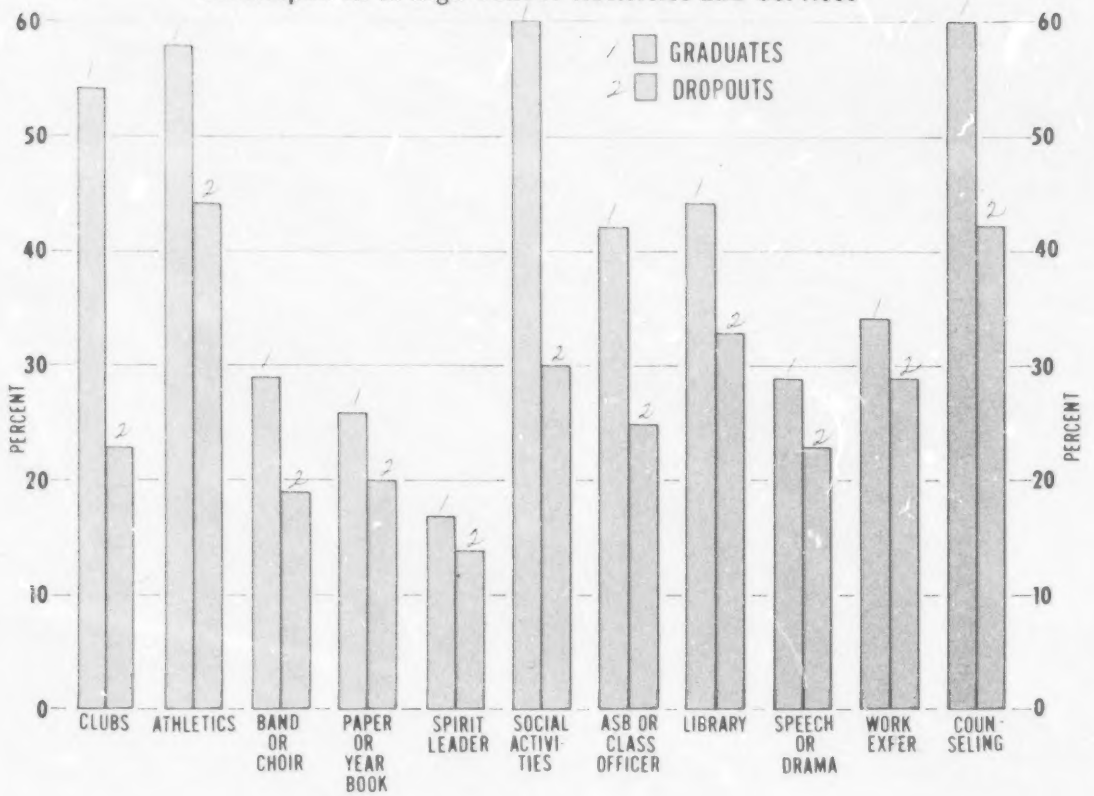


15 A Participation in High School Activities and Services



15A

Participation in High School Activities and Services

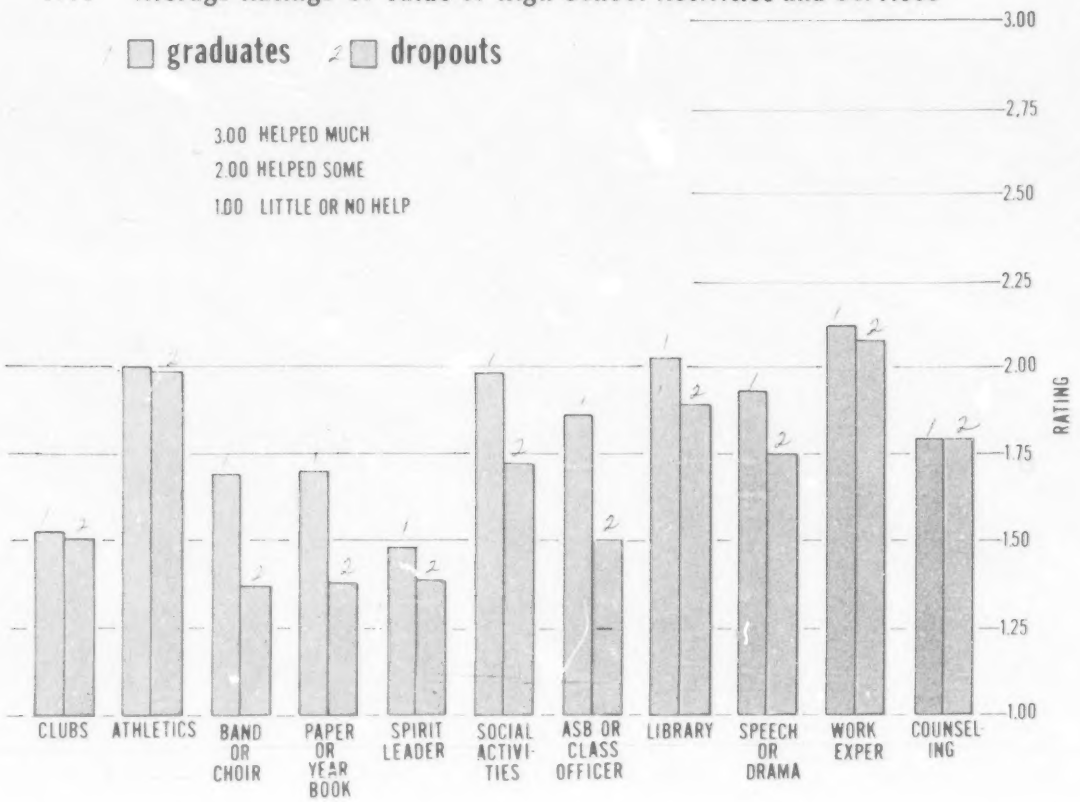


15A

Average Ratings of Value of High School Activities and Services

1 graduates 2 dropouts

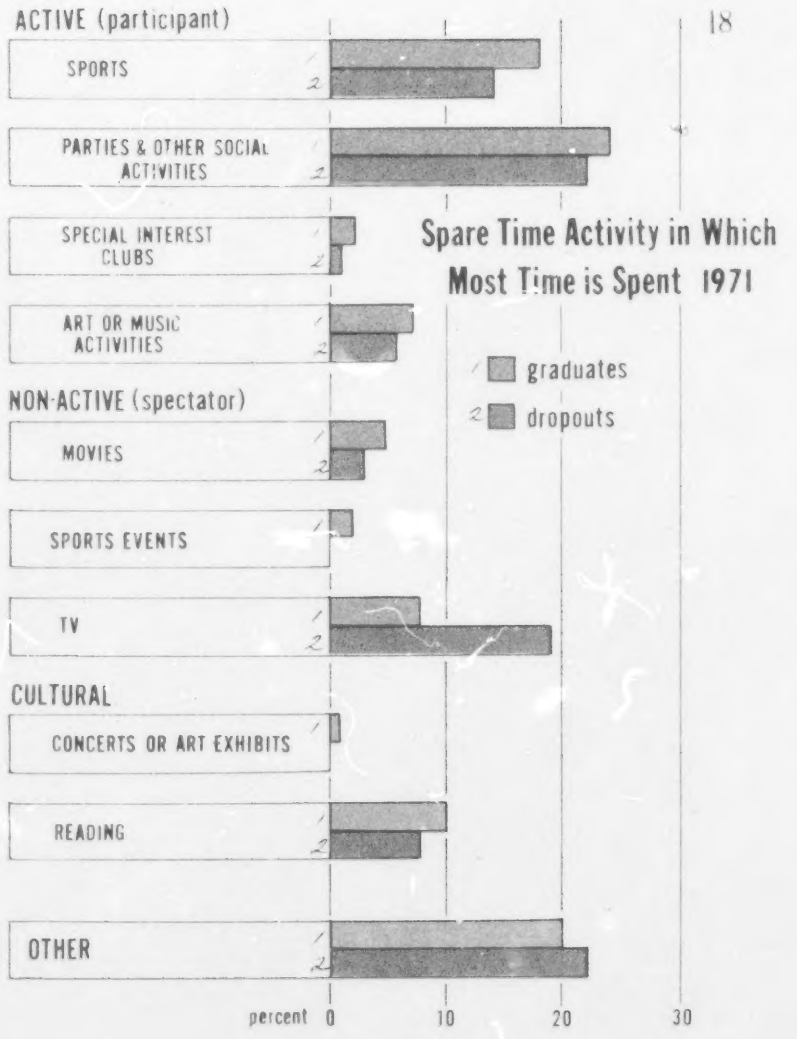
3.00 HELPED MUCH
2.00 HELPED SOME
1.00 LITTLE OR NO HELP



Rank (by Average Rating) of Ways in Which High School Helped Graduates, 1956-71

1.00 - LITTLE OR NO HELP
2.00 HELPED SOME
3.00 HELPED MUCH

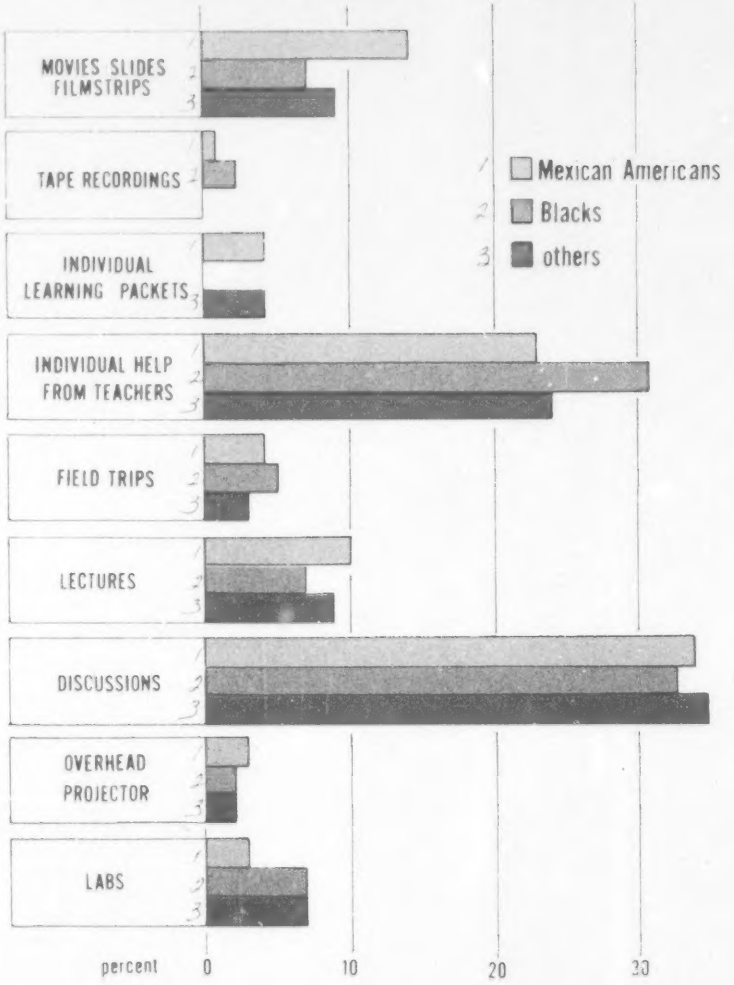
	'56	'61	'66	'71	'71 AVE RATING
Getting along with people	1	1	1	1	2.34
Ability to read well	7	7	3	2	2.26
Using good English	5	2	2	3	2.25
Using everyday math skills	6	4	5	4	2.16
Understanding your abilities	3	6	6	5	2.14
Preparing for further education	2	3	4	5	2.14
Thinking through your problems	4	5	7	7	2.09
Taking care of your health	9	8	8	8	1.81
Getting a job	8	9	9	9	1.79
Using your spare time	12	11	11	10	1.70
Understanding principles in borrowing money	11	10	10	11	1.69
Conducting your own business	14	13	12	12	1.52
Taking part in community affairs	12	14	13	13	1.51
Marriage and family life	13	12	14	14	1.49



Spare Time Activity in Which Most Time is Spent 1971

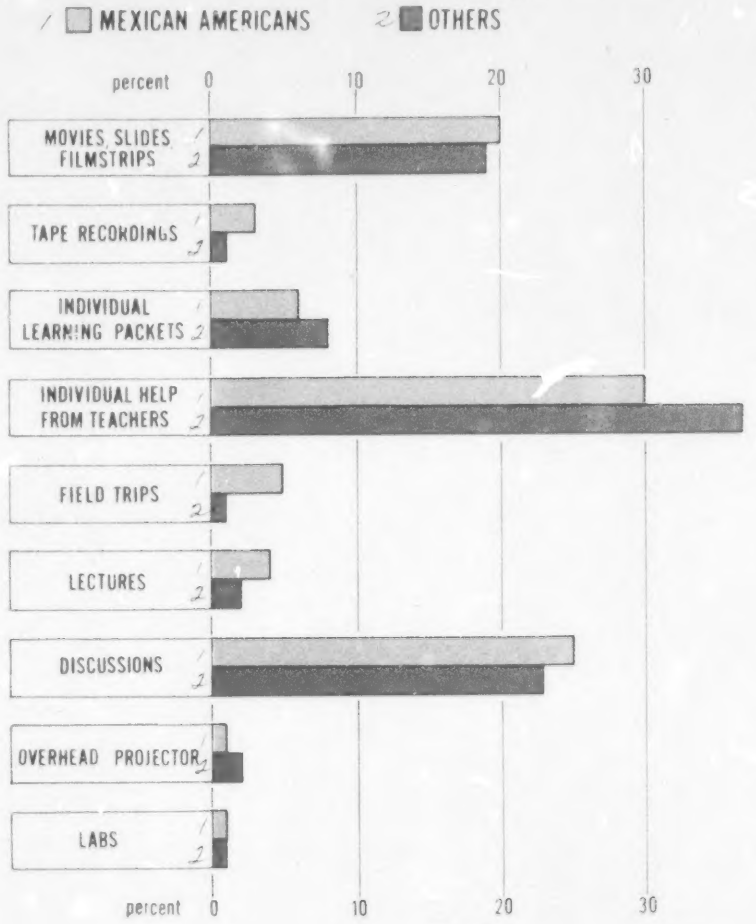
19

Preferred Teaching Method - Graduates 1971

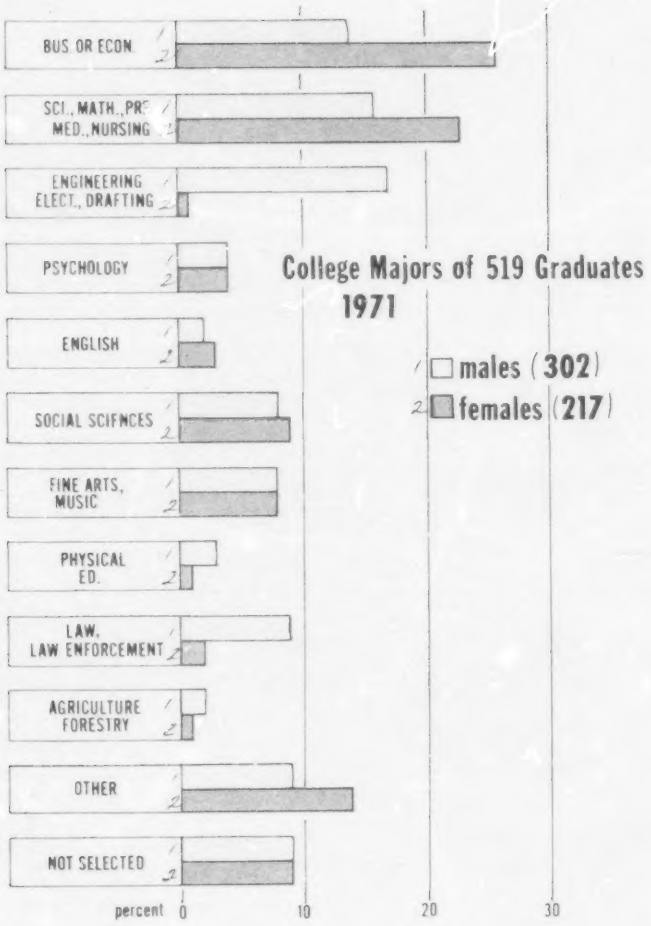


19

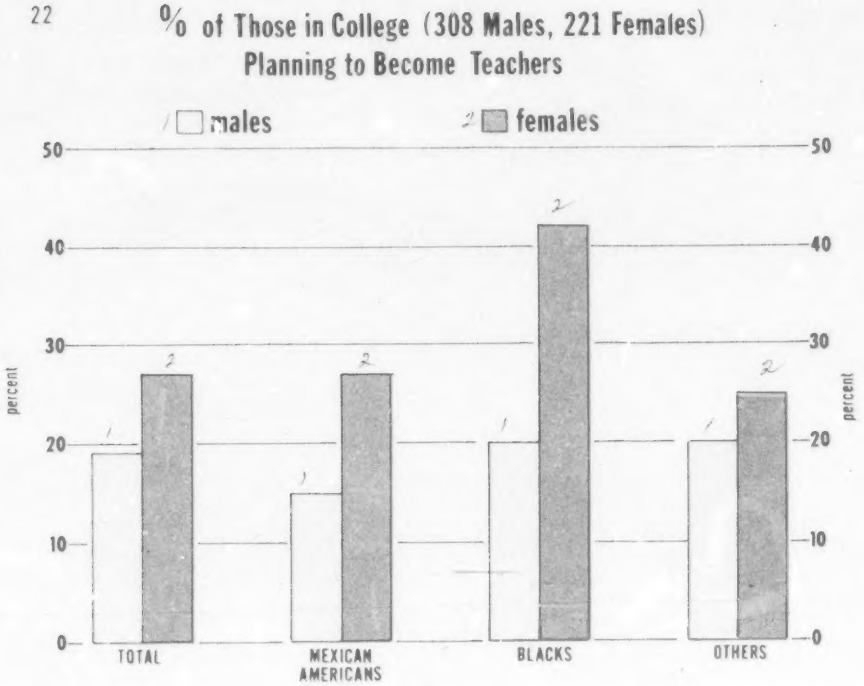
Preferred Teaching Method – Dropouts 1971



21


BUS OR ECON
SCI., MATH., PRE MED., NURSING
ENGINEERING ELECT., DRAFTING
PSYCHOLOGY
ENGLISH
SOCIAL SCIENCES
FINE ARTS, MUSIC
PHYSICAL ED.
LAW, LAW ENFORCEMENT
AGRICULTURE FORESTRY
OTHER
NOT SELECTED
percent
0
10
20
30
College Majors of 519 Graduates
1971
1 males (302)
2 females (217)

22


% of Those in College (308 Males, 221 Females)
Planning to Become Teachers
1 males
2 females
50
40
30
20
10
0
percent
TOTAL
MEXICAN AMERICANS
BLACKS
OTHERS

APPENDIX

SAMPLE QUESTIONNAIRE

8	1			
6	1	5	4	3

Identification Number (Note: This is needed in order to classify the responses. No reference will ever be made to an individual.)

DIRECTIONS: Skip any question which does not apply to you, but make a check (✓) by the number of the ques[illegible] skipped to show that you looked at it.

1. Check your sex: ✓ 1. Male ___ 2. Female

2. Are you (check one) ___ 1. Single ✓ 2. Married ___ 3. Divorced ___ 4. Widowed

3. If married, how many children do you have? ___ None ✓ 1 ___ 2 ___ 3 or more

4. What are you doing now? (Check the main one)

✓ 1. Working full time (includes housewife)
___ 2. Working part time
___ 3. Unemployed, want work
___ 4. Unemployed, not seeking work
___ 5. In school full time
___ 6. In school part time
___ 7. In school and working part time
___ 8. Military service
___ 9. Other

5. Other than parents or relatives, who gave you the most help on your life plans while in high school? (Check one)

___ 1. Adult friends
___ 2. Friends your own age
___ 3. Teachers who were not your counselors
___ 4. Counselors
___ 5. Administrators
✓ 6. Received no help from school, parents, friends, or anyone
___ 7. Other

6. If you did not finish high school, why did you quit? Write "1" in front of your first main reason, and "2" in front of your second main reason.

___ 1. Preferred work to school
___ 2. Not interested in school
___ 3. School was too hard
___ 4. Doing failing work
___ 5. Disliked a teacher or teachers
___ 6. Disliked a subject or subjects
___ 7. Could learn more outside school
___ 8. Needed money to help at home
___ 9. Needed or wanted spending money
___ 10. Ill health
___ 11. Friends had left school
___ 12. Parents wanted me to leave school
___ 13. Marriage
___ 14. Other

7. How many full-time jobs have you had since leaving school?

___ None ___ 1 ✓ 2 ___ 3 ___ 4 or more

8. If you are working, give your JOB TITLE (Short but exact) GroceryStore Owner JOB CODE (leave blank) [ ]

9. What is your average weekly salary before taxes or other deductions are taken out? (Answer will be kept confidential.)

___ 1. Less than $10
___ 2. $10 - $24
___ 3. $25 - $49
___ 4. $50 - $74
___ 5. $75 - $99
___ 6. $100 - $149
___ 7. $150 - $199
___ 8. $200 - $249
✓ 9. $250 or more

10. Is what you are doing now what you thought you would be doing when you were in high school?

___ 1. Nothing very definite in mind while attending high school
✓ 2. I am not doing anything like what I had in mind in high school
___ 3. I am doing something like what I had in mind while in high school
___ 4. I am doing exactly or almost exactly what I had in mind in high school

8.

11. Do you feel satisfied with your present job concerning:

Type of work?	✓ 1. Yes	____ 2. No
Salary?	✓ 3. Yes	____ 4. No
Chances for working up?	✓ 5. Yes	____ 6. No

12. Check if you have had any of the following training.

____ 1. Beauty College
____ 2. Barber College
____ 3. Business College
____ 4. Apprentice training
____ 5. Military technical training
____ 6. Other special training

13. If you have ever attended college, or are now attending, check proper space:

✓ 1. San Jose City College
____ 2. San Jose State College
____ 3. University of California
____ 4. Stanford University
____ 5. Santa Clara University
____ 6. Other

14. If you have dropped out of college, please check MAIN reason:

✓ 1. Poor study habits
____ 2. Low grades
____ 3. No definite goal
____ 4. Marriage
____ 5. Took a job
____ 6. Financial
____ 7. Health reasons
____ 8. Needed at home
____ 9. Other

15. Have these high school activities or services helped you in any way since leaving school? CROSS OUT any item you did not have. Make an "X" in one of the columns for each remaining item.

1 Helped much	2 Helped some	3 Little or no help	
		✓	1. Clubs
		✓	2. Athletics
	✓		3. Band or choir
		✓	4. School paper or yearbook
		✓	5. Cheerleading or song girl
		✓	6. Social activities

1 Helped much	2 Helped some	3 Little or no help	
		✓	7. Student body or class activity or office
		✓	8. Library
✓			9. Speech or drama
		✓	10. Work experience
		✓	11. Counseling

16. Below are 14 ways in which the school may have helped you. Check the proper column for EACH ITEM to show how you were helped by the school.

1 Helped much	2 Helped some	3 Little or no help	
	✓		1. Using your spare time
✓			2. Taking care of your health
		✓	3. Taking part in community and civic affairs
✓			4. Marriage and family life
✓			5. Getting a job
		✓	6. Preparing for further education
✓			7. Getting along with people

1 Helped much	2 Helped some	3 Little or no help	
✓			8. Understanding your abilities
		✓	9. Using good English
	✓		10. Ability to read well
	✓		11. Using everyday math skills
		✓	12. Understanding principles in borrowing money
✓			13. Conducting your own business
✓			14. Thinking through your problems

17. I attend church: ____ 1. Weekly ____ 2. Monthly ____ 3. Occasionally ✓ 4. Never

18. How do you spend your spare time? Check the ONE activity that you do most.

_____ 1. Participate in sports
_____ 2. Participate in parties or other social activities
_____ 3. Participate in special interest clubs
_____ 4. Participate in art or music activities
_____ 5. Attend the movies
_____ 6. Spectator at sports events
_____ 7. Watch television
_____ 8. Attend concerts or art exhibits
✓ 9. Read
_____ 10. Other

19. What way of teaching seemed best for you? Check ONE.

_____ 1. Movies, slides, filmstrips
_____ 2. Tape recordings
_____ 3. Individual learning packets
_____ 4. Individual help from teacher
_____ 5. Field trips
_____ 6. Lectures
✓ 7. Discussions
_____ 8. Overhead projector
_____ 9. Labs
_____ 10. Other

20. If you had team teaching in high school, how would you compare it to a regular class. (Check ONE.)

_____ 1. Better _____ 2. About the same ✓ 3. Not as good

21. If you are in college, what is your major?

_____ 1. Business or economics
_____ 2. Sciences (including physics, chemistry, biology, math, pre-dental, pre-medical, pharmacy and nursing)
_____ 3. Engineering (including electronics, drafting)
_____ 4. Psychology
_____ 5. English
_____ 6. Social sciences
_____ 7. Fine arts or music
_____ 8. Physical education
_____ 9. Pre-law, Law, Law enforcement
_____ 10. Agriculture, forestry
_____ 11. Other
_____ 12. Major not yet selected

22. If you are in college, do you plan to become an elementary or high school teacher?

_____ 1. Yes _____ 2. No

23. If you dropped out of high school, would you finish high school now if a means were available to you?

_____ 1. Yes _____ 2. No

24. If you are not in college, would you have gone to college if money had been available?

_____ 1. Yes _____ 2. No

25. Check how you feel about your high school's behavior (discipline) code and dress code:

Behavior Code (Check ONE)	Dress Code (Check ONE)
_____ 1. Too lenient	_____ 4. Too lenient
_____ 2. About right	_____ 5. About right
✓ 3. Too strict	✓ 6. Too strict

Thanks very much! Please mail this in the enclosed envelope. It needs no postage. Your cooperation will be very helpful to your school.

NOTES